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HISTORY

OF THE

First District State Normal School

Kirksville, Missouri

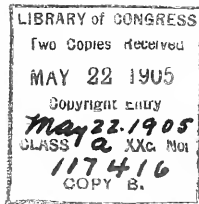
BY

E. M. VIOLETTE

PROFESSOR OF HISTORY IN THE FIRST DISTRICT STATE NORMAL
SCHOOL, KIRKSVILLE, MISSOURI.

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TO
THE MEMORY OF
JOSEPH BALDWIN
THE FOUNDER OF THE NORMAL SCHOOL SYSTEM OF MISSOURI
THIS HISTORY OF THE SCHOOL
FOR THE ESTABLISHMENT OF WHICH HE
SACRIFICED SO MUCH
IS DEDICATED
BY THE AUTHOR



PREFACE.

The sketch which is here presented is the result of painstaking investigation which has been carried on for over three years at such times as I could snatch from my regular work as a teacher. Perhaps it may not be amiss if my reasons for entering upon this work, and the difficulties encountered in pursuing it are very briefly stated here.

Shortly after assuming the duties of professor of history in this institution in the fall of 1900, I began to make inquiries into the history of the school. Much to my surprise, the scattered bits of information which I thus gathered, revealed to me that its history was unique and interesting. I found that, beyond the efforts made by President Dobson and Professor Ross early in the nineties to gather information concerning the personal records of the graduates, which they intended to have published as a history of the Alumni, nothing had been done as yet towards writing a complete history of the institution. Realizing that much of the early history of the school would be lost forever if something were not done soon, and feeling that the results of an investigation of the subject would justify the efforts, I reached the conclusion early in the fall of 1901 that I would attempt to write a history of the institution if enough materials could be found with which to construct it.

The work has been very difficult, owing largely to the fact that the documentary sources of information were at first so badly lacking. One would naturally suppose that most of such material would be found in the Normal School building itself. But on examination, I found that such was not the case. Nothing had been done to preserve systematically and in a permanent form the archives of the institution. Much had been gathered or allowed to accumulate in a haphazard fashion, on the shelves and in the drawers of the library rooms, and in some of the store rooms in the building; but most unfortunately, most

all of this had been ordered to be burned only a year before I began to make inquiries as to the history of the school. The destruction of this material has worked an irreparable loss, as it included many documents which threw light upon the history of the school during its early years, and which can never be replaced.

Gathering up what had been left in the building, I began the work of collecting here and there whatever could be found to replace as much as possible what had been lost or destroyed. Efforts in this direction met with some degree of success. Through the kindness of Professor Nason, Professor Dutcher, and Mrs. R. D. Hamilton a complete file of the catalogues was secured, the above persons contributing the earlier numbers that were lacking. Through the kindness of many of the old students, a complete file of the student publications of the school, a small collection of programs of various school events, and a lot of miscellaneous material, were obtained. The Board of Regents was interested in the matter and appropriated money to put these documents in some form suitable for permanent keeping. The material thus collected has been deposited in a special case in the library, set apart for the archives of the institution. It is the intention to add to this collection as other old material may be found and as new material is produced.

Another serious drawback encountered in the prosecution of this work, was the lack of a complete file of any local newspaper from the date of the opening of this school to the present time. This lack was due to a very destructive fire which occurred in 1890, in which the files of the Journal, the oldest paper in the town, and the Democrat were burned. Fortunately a duplicate file of the North Missouri Register, which was published here from 1870 to 1879 by Major W. C. B. Gillespie, and which was succeeded by the Democrat, had been taken by him to Macon when he left here in 1879. Accidentally, I came to know of the existence of this file, and secured the permission of Major Gillespie to gather from it whatever material I could use. It might be mentioned that this file of the Register was recently donated to the school by Major Gillespie's daughters in honor of their father

who died about two years ago. The destruction of the early file of the Journal has made it forever impossible to recover much of the history of the school while a private institution, but the finding of the file of the Register has brought to light much of its history in its first years as a state institution.

After more than a year of search for documentary materials, I found that enough had been collected to justify me in proceeding with the work of writing a history of the school. Meanwhile, I had consulted, either in person or by letter, with many who had been connected with the school in its early days and even later. From these, I gathered a great deal of information, sometimes of a specific character, but more frequently of the nature of suggestions which have been followed up through other sources. However, it should be said that I have never been content to trust to statements made from mere memory, especially if they bore upon some vital phase of the work. In that case, I have always attempted to find some trustworthy documentary evidence to verify or correct the verbal statements; if I failed in this, the matter was set aside.

In following this method I have frequently reached conclusions which are directly contrary to common report. This is illustrated particularly in the section on the Adair county bonds, concerning which a most erroneous view is held by the vast majority of the people of the county. The notes at the close of each chapter show what sources I have used.

In gathering the material for this book, I am under obligations to a host of friends, many of whom I have never seen. It is not possible to name them all here, but special mention must be made of the help received from Professor Nason, Superintendent Greenwood, President Kirk, President Dobson, Superintendent Carrington, Professor Gentry, Judge Sands, Major Gillespie, and the editors of the Journal and the Democrat, of this city. To my wife, I am indebted for her assistance in proof reading and for the making of the index.

The aim has been to present a faithful account of the institution from time to time. This idea has been carried out in

selecting the pictures to illustrate the work, especially those of the faculty and students. In all instances, the pictures of the members of the faculty and of the students were made from photographs taken some time during their connection with the school.

The work is finished with the feeling that, in spite of the most careful efforts, mistakes have been made, but it is hoped that they will be found to be comparatively few. The time will come when a more pretentious and a more skilful work will be undertaken. If the result of my investigation as embodied in this book, shall contribute anything towards the making of a better work possible later, I shall be most highly gratified. It is with the hope that it may ultimately serve some such purpose, and that it may for the present give to the people of the state some account of the part this institution has played in the educational system of the state, that it is now given to the public.

E. M. VIOLETTE.

Kirksville, Missouri,
April 16, 1905.

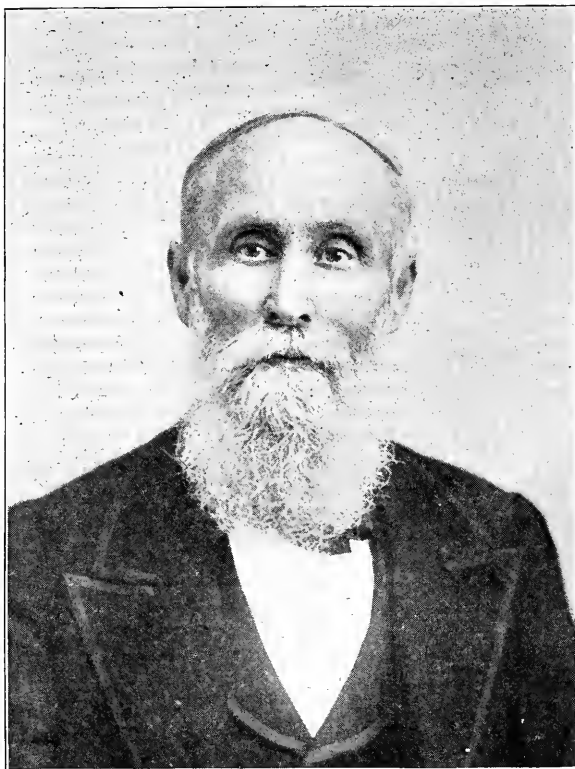
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PRESIDENT JOSEPH BALDWIN.
(From a photograph taken about 1880.)

CHAPTER I.

AGITATION IN MISSOURI FOR A STATE NORMAL SCHOOL SYSTEM.

INTRODUCTION.

The Normal School system was first established in this country in Massachusetts in 1839. At first it was regarded as an experiment, but it soon proved a partial success, at least, and began to be adopted in other parts of the country.

By 1870, the year in which Missouri adopted the state normal school system, there were throughout the Union at least seventy-six institutions of various sorts, private and public, which were devoted, either in part or exclusively, to the work of preparing teachers for the public schools. Of the thirty-six states then constituting the Union, only five, Arkansas, Nevada, New Hampshire, Oregon, and Texas, were without schools of some kind that gave pedagogical instruction. California, Connecticut, Delaware, Indiana, Illinois, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nebraska, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wisconsin, nineteen states in all, had adopted the state normal school system, and were each supporting from one to six schools. Iowa and Missouri had established normal departments in their State Universities, and Alabama was supporting normal classes in five different institutions in the state¹. From these facts it is seen that in 1870 more than one-half of the states had legally adopted the normal school system, and that in nearly all of them there were schools of some sort, either private or public, for the training of teachers for public school work.

Very shortly after the first normal school had been established in Massachusetts, prominent men in Missouri, who had been

watching the progress of the system, began to advocate its adoption in this state. The agitation which they carried on with increasing vigor for nearly thirty years, and the actual establishment in 1867 of a private normal school at Kirksville by Professor Baldwin, who from the first planned and worked to have it adopted ultimately by the state as one of a number of state normal schools, are the principal factors in the development of a sentiment that finally led to the act of the Missouri Legislature in March, 1870, whereby provisions were made for the establishment of two state normal schools. As an introduction to this work, it is proposed to follow the agitation in the state in favor of the adoption of the system, and then to give some account of the Kirksville school during the time it was a private institution.

SECTION I.

AGITATION BY STATE OFFICIALS.

The longest and most continuous agitation was carried on by the state officers under whose jurisdiction the public school system of the state was placed. The Secretary of State had charge of the matter until 1839, when the office of State Superintendent of Public Instruction was first established². On the abolition of that office in 1841³, its duties devolved on the Secretary of State, and remained with him until 1853, when the office of State Superintendent was again established⁴. In 1861 the office was again abolished and the jurisdiction of the educational system of the state was again placed in the hands of the Secretary of State. In 1865 the office of State Superintendent was again restored⁵ and has been maintained continuously ever since.

From 1842 to 1870, excepting during the war period, recommendations in favor of the adoption of a normal school system, were made regularly to the state legislature by one or the other of these two state officials. The influence of these recommendations, especially those made after the war, we shall see a little later.

As compared with the Secretaries of State and State Superintendents, the Governors gave very little attention to the matter.

The first one to take it up was Governor Edwards. Several times during his administration from 1844 to 1848 he urgently presented the matter to the Legislature. His successor, Governor King, briefly alluded to the subject in his inaugural address. Until 1867 no further mention of the matter was made by any Governor, excepting the very brief allusion of Governor Stewart in 1861 to the great need of a state normal school system. From 1867 to 1870 the Governors paid only slight attention to the subject in their messages to the Legislatures.

Because of their official positions and the close connection between their offices, it has been deemed best to consider together the recommendations of the Secretaries of State, State Superintendents, and Governors concerning a normal school system for the state. These recommendations will be considered in their chronological order, and in order to avoid needless repetition of the matter that was found in practically all of them, only those arguments and plans that were new or unique when they were offered, will be mentioned.

The credit of making the first recommendation in favor of state normal schools, belongs, as far as the records show, to Secretary of State Minor. In his report for 1842 he stated very briefly the main argument that was used throughout the entire agitation for state normal schools, the lack of competent teachers and the facilities that a state normal school system would afford in supplying this deficiency. His reports for 1842 and 1845, and the inaugural address of Governor Edwards in 1844 show very plainly the undeveloped condition of the educational system in the state, especially that of the public schools. Teachers were poorly paid and very inadequately prepared for their work.

These conditions reacted upon one another. On the one hand, poor and uncertain compensation gave no incentive for better preparation on the part of those who attempted to teach. On the other hand, the lack of preparation and of ability in the teacher naturally kept the wages low. Hence teachers and teaching were held in disrepute. The public school system was unpopular with and unsupported even by those who needed it most.

Hence teachers had little interest in their work, and the more capable and aspiring ones were continually abandoning it for other fields.

In his report for 1842, Secretary Minor called attention to the fact that those governments which had supported education best, had encouraged the instruction of teachers by establishing "Monitorial or Normal Schools," pointing to Holland and Prussia as prominent examples. There is nothing in this report that specifically recommended the adoption of such a policy by the State of Missouri, but it is evident that the Secretary was feeling his way⁶. In his next report he recommended definitely the establishment of a state normal school as a measure towards rectifying some of the evil conditions of the educational system of the state. He proposed that each student in this school should be required to promise to teach a certain term in the district schools after the completion of his course⁷.

As has already been said, Governor Edwards was the first Governor to advocate officially the state normal school system. Because of this fact and because of the peculiarity of some of his ideas, a rather full review of what he had to say concerning the matter, will be given.

His first utterance on the subject was in his inaugural address of November 20, 1844. In this address he spoke very vigorously upon the educational condition in the state. He declared that the importance of education had been sadly overlooked in the state, ascribing the fact to two reasons: first, educated men had never suffered from the want of education and did not properly appreciate the disadvantages resulting from such a want, while on the other hand the uneducated had never felt the benefit resulting from cultivation and did not properly appreciate the advantages of it; second, the length of time that must elapse before any beneficial result could flow from legislative efforts to increase the extension of knowledge, had caused men to limit their actions to what would have results in their own time. He pointed out that the evil of the time was the want of a general diffusion of knowledge, and followed this with the suggestion that the adoption

of a system of preparing teachers for the common schools was the proper remedy. He declared that only the rich attended the academies, colleges, and universities of the state, and that of those attending such institutions, nineteen out of every twenty went into other professions than that of teaching. He held that the public school teachers came only from the ranks of the poor, and that in order to fit them for teaching and to build up the common schools, public funds should be used. He therefore urged the legislature to devise a plan for the preparation of efficient teachers and the establishment of a uniform system of instruction⁸.

In his message of November 16, 1846, Governor Edwards again referred to the subject. This time he based his arguments largely on industrial grounds. As far as is known, this is the only instance on record where such a line of argument was so emphatically presented on this matter. The point of departure taken by Governor Edwards was the backward industrial condition of the state. He complained that notwithstanding the rich soil and the genial climate of the state and the amount of labor expended by the people, the great mass were "not growing in wealth nor accumulating many of the comforts or even the necessities of life." For this state of affairs he assigned as causes the lack of skill, science, and the better implements of husbandry in the cultivation of the soil, the over production of certain articles and the failure to produce other articles that were needed and could be produced, the lack of manufactures, and the tariff. As partial remedies for these conditions, he suggested the following things: first, the encouragement of the common schools; second, increasing the variety of the pursuits of the people; third, establishing manufactories; fourth, improving the roads and navigable streams. He then proceeded to show how these remedies would relieve matters, saying of the first one: "The common schools would prepare our population to apply their labor to the best advantage, to make and use the improved machinery of the age, and to avail themselves of the benefits of skill and science in all their operations." A little later on he said: "The best method of

encouraging the common schools is to establish an institution for the preparation of teachers. This can be done on a plan that will be cheap, effective, and certain, and very useful, not only to the common schools, but to every department and branch of society." He closed his message by offering to submit a plan for a state normal school if the Legislature saw fit to ask for it⁹.

In reply to this offer, the Legislature asked the Governor to submit his plan, and on February 6, 1847, he complied with the request. As the plan is so unlike the one which was adopted in 1870 and is now in operation, it is worth our while, as a matter of curiosity if nothing else, to note some of its details.

As one might naturally expect from the line of argument presented by Governor Edwards in his recent message, the plan combined industrial and educational features very closely. It provided for the following things:

First. Only such students as were somewhat advanced and were of good moral and industrial habits were to be received. Each township of the state was to be allowed to send a student selected by the parents of the district having children in school. Unfit persons selected in this way were not to be admitted.

Second. The students were to be required to work about one-half of their time, so as to make their expenses or more, and to study the other half. Student labor was to be the chief means of supporting the school when it should be once established by the state. The best implements and the most improved machinery were to be placed in the hands of the students so as to enable them in the time allotted for labor to accomplish as much as ordinary laborers could do in twice the time.

Third. Every person connected with the school was to be interested in the profits of the labor of the school. A certain amount of the profits was to be set apart for the maintenance of the institution; and the surplus was to be divided among the officers, teachers, and students. This prospect of sharing in the profits of the school was intended to arouse the greatest activity on the part of all connected with the institution.

Fourth. The expenses of teaching were to be diminished

by placing a large number of students under the same teacher who would use the lecture method of instruction, and by using the more advanced students as instructors of the younger classes. Student teaching would thus give the proper pedagogical training to prospective teachers.

Fifth. Each student was to be required to teach in the common schools of his neighborhood for six months without wages, in consideration of his three years' course in the state normal school, provided his district desired his services. It was freely admitted that this arrangement compelled the student to pay for his training twice, but it was believed that the advantages of the training and the prospects of rising in the profession of teaching were so great, that the school would have no difficulty in getting the kind of young men desired to undertake the work.

In arranging for the equipment of this school, the plan proposed: first, that the grounds should be purchased at public expense and then improved by the students; second, that the first buildings should be erected by the state, and that those needed later should be built by the labor of the students; third, that books, maps, and apparatus should be supplied at first at public expense, but after that, books and most of the apparatus should be manufactured by the students; fourth, that implements and machinery should be provided at public expense at first, but after the first supply, the machine shops of the school should furnish what was afterwards needed; fifth, that the pay of the teachers should be defrayed by a public fund; sixth, that the lodging and boarding of the students should be provided for in the school and under school management, and that most of the food supplies should be raised by the students; seventh, that a steam mill for grinding bread stuffs and a manufactory of cotton and woolen cloth and of hemp, should be connected with the school so that the students might become acquainted with the then new methods of steam power and make their labor more productive to themselves and the school; eighth, that military training should be had to the extent of at least one drill each week.

As an adjunct to the school above planned, Governor Ed-

wards proposed another institution, similarly organized, for women. It is to be noted that at this time teachers were men as a rule. Hence the normal school plan was drawn to accomodate only men. This adjunct school for women was to be of direct help to the school for men as well as of instructions to women. The male school was to run in the winter months when the young men were not needed so much on the farms, and the female school in the summer when the young women would be less exposed. One of the particular functions of the female school was to be the making of clothing for the young men of the other school.

In closing his plan for a state normal school, Governor Edwards attempted to show how with the initial outlay of money on the part of the people, the school districts could be continually supplied with free teachers. As each township was to be entitled to send a student each year for a term of three years, and to require in turn the free services of each student thus sent for a term, there was to be a permanent supply of free teachers for all the districts that would comply with the requirements¹⁰.

Governor Edwards returned to the subject again in his last message to the legislature on December 26, 1848, in which he urged a consideration of the plan which he had proposed at the preceding session. His arguments were practically the same as before. He modified, however, his plan in one particular, and that was in the means of supporting the school. He recommended that the commutation fee for state militia service should be increased and the fund thus raised should be applied towards establishing the school which should have distinct military features in addition to its pedagogical facilities. He felt that the application of the militia fund in this way would quiet all opposition, should it arise, to the increase in the commutation fee. If this plan did not appear feasible, he suggested combining the school funds of the townships where they chose to do so. In case this did not meet the approval of the Legislature, he suggested as a third plan, uniting the militia and the township funds as far as the townships thought best. At any rate, the school would be self sustaining

when once established, and that was to the Governor a great argument in favor of adopting the plan¹¹.

On the day following this last message of Governor Edwards, Governor King was inaugurated. In his address he said that it might be proper to establish soon a state normal school or a department in connection with the State University for the preparation of teachers for the common schools of the state. He expressed himself in favor of western universities educating teachers for the west, a policy which was vigorously advocated in a slightly modified form by State Superintendent Starke a little later¹².

Meanwhile Secretary of State Martin had recommended the adoption of the state normal school system to the legislature in his reports for 1846 and for 1848. He spoke of the success that other states had had with the system, and of the benefits to be derived from it. From his language one may infer that the matter was at that time becoming one of popular interest and gathering a great deal of support throughout the state¹³.

That these recommendations were not without some effect is evident from the fact that, in the session of the Legislature in 1846-1847, a plan for a professorship of the theory and practice of teaching in the State University was proposed to the Senate¹⁴, and that in the session of 1848-1849 a bill incorporating this plan was passed. This act provided that the county courts should select every two years one boy to every representative of the county, between the ages of fourteen and twenty, as a candidate for admission to the University, and that each candidate should sign a written pledge on entering that he would teach for at least two years within the state. Such candidates should be admitted without charge and should remain in the University not more than two years. For the support of the normal professorship the "munificent" sum of one thousand dollars should be annually appropriated¹⁵.

This law was never put into operation. The Board of Curators of the University declined to create the normal professorship provided for by the act, on the grounds that the limited number of

students at the University and its financial conditions were such that they could not afford to comply with the act¹⁶.

Though the act was deemed inadequate and hence was never carried out, it is of importance because it was the first bill to be passed by the Missouri legislature providing for pedagogical instruction in a state institution, and thus shows that a disposition to do something along this line had at last arisen. An effort was made in 1855 to pass a bill making better provisions for the normal department of the University, but this failed¹⁷. We shall see later what the provisions of this bill were. It was not until 1867 that adequate legislation was obtained enabling the University to undertake successfully normal work¹⁸.

Let us return from this digression and take up the line of thought proposed for this chapter.

Secretary Ewing gave a great deal of attention to the need of a state normal school system in his reports on the educational conditions of the state in 1850 and in 1852. In the first one he took occasion to criticise the legislation of 1849, which provided for the establishment of the normal professorship in the University, and urged that certain changes be made in order that it might be made operative. Through both reports there ran the old time complaints that the educational system lacked a sufficient number of good teachers, for the remedy of which evil the state normal school system was recommended¹⁹.

Superintendents Henry, Davis, and Starke, in their separate reports from 1854 to 1861, laid special emphasis upon the fact that teaching was not regarded as a profession in Missouri. The majority of the teachers were still making teaching an expedient to something else, or were taking it up as an occasional employment. As a result the character of the work in the schools was poor, and the public school system was in disrepute. As a corrective for this condition of things, these Superintendents urged the establishment of state normal schools. Such schools would give the teachers thorough preparation, and thus tend to elevate teaching into a profession worthy to be placed alongside other recognized professions.

They also emphasized the fact that normal schools had been tried successfully in many other states, and were no longer to be considered as experiments but as indispensable parts of an efficient school system²⁰.

Superintendent Davis favored the Carson bill which was presented in the Senate in January, 1855. This bill was drawn on the same lines as the act of 1849 which established a normal professorship at the University, differing from the latter only in details. It provided that the county courts should select every two years one boy not less than sixteen years old as a candidate for admission into the University; that those admitted should be boarded at the University at the expense of the state for five years, with the further provision that they should give bond that they would repay within eight years the amount expended on them by the state; and that they should at the expiration of their course return to their counties and teach in the common schools for two years²¹. This bill did not pass.

The main argument of Superintendent Starke was the necessity of preparing "home teachers for home schools." In his report for 1857 he presented a few statistics on which to base this argument. At that time there were 3,858 organized school districts in the state; of this number only 2,889 had teachers, leaving 969 districts destitute. Of the 2,889 teachers, 2,156 were educated outside of the state, chiefly in the east²².

Superintendent Starke objected to "foreign or imported teachers" on the grounds that they were as a rule of an inferior grade and were more or less adventurous, roaming about from place to place, with little or no intention of settling down at any point. Such a condition as this appeared to him to be intolerable. As a remedy he proposed that the state make adequate provision for the preparation of home teachers by means of a state normal school so that the state would not be forced to accept the inferior grade of "foreign teachers" that were coming into it²³. This line of argument, which, as we have already seen was briefly alluded to by Governor King in 1848, ran through every report of Superintendent Starke from 1857 to 1861.

Superintendent Starke's position on the state normal school system is of interest and importance for other reasons than his watch word, "home teachers for home schools." He distinctly favored a separate institution for the training of teachers and not a normal department engrafted upon an already existing institution. In his report for 1858, he pointed out that much money had been wasted in New York, Pennsylvania, Rhode Island, and other states through attempts to engraft the normal system upon existing colleges and academies by means of scholarships granted by the state to prospective teachers. He attributed the failure of this scheme to the fact that there was no fellowship between the students studying for baccalaureate degrees and those preparing for district school work, that one professor could not do all the work belonging to the instruction of teachers, as it was attempted in these institutions, and that these schools made no provision for the training of female teachers who were then beginning to be recognized as the best material for primary work²⁴. This position of Superintendent Starke is noteworthy because he took up the original idea of having a separate institution for the training of teachers, and opposed the idea of recent Superintendents that normal departments in existing institutions would serve the purpose as well as a distinct normal school.

In his next report, that of December 1859, he advanced a step further, and advocated not only a separate institution for the training of teachers, but a number of them scattered about in various sections of the state. His idea was to have a central school established at once and to establish gradually four others, one in each of the corner sections of the state. He pointed to Pennsylvania's recent success with her three state normal schools, and declared that this constituted a very good reason why Missouri should adopt some such system²⁵.

At the time when Superintendent Starke made this report, a bill which incorporated his ideas concerning the establishment of a central normal school, was pending in the Senate. It was defeated, never passing the Senate, as was a similar bill which was introduced in the previous session²⁶. The time had not yet

come for a separate institution for the training of teachers.

Whether these ideas concerning a system of four or five state normal schools for Missouri were original with Superintendent Starke or not, the fact remains that he is the first to make an official recommendation of such a system, and doubtless his ideas had some influence upon those who took up the matter after the war and assisted in getting the state to establish normal schools.

Superintendent Starke strengthened his argument on the normal school question in his last report in January 1861, by pointing out that the number of children of school age and of those in attendance was rapidly increasing. Admitting that the number of teachers had been increased and that their salaries had been raised, he declared that the supply of teachers was yet inadequate and was bound to remain so as long as the population of the state increased as rapidly as it had been doing in recent years. If, as he said, state normal schools were needed, when the population was not so large, they were all the more needed when it was growing rapidly²⁷.

Whatever interest may have been aroused through the efforts of these state officials, was suspended by the civil war, and it was not until two years after the war was closed that they returned to the subject.

The first to resume the agitation was State Superintendent Parker, who, in his report for 1867, declared that the state normal school was the indispensable link between the public schools and the university, and urged upon the Legislature the consideration of a plan that would be presented through an appropriate committee²⁸. Just what this plan provided for, we do not know. Possibly it was embodied in a bill introduced in the House which was entitled "An Act to provide for the education of teachers of the common schools of the state²⁹." As far as is known, nothing was done at this time beyond referring it to the Educational Committee.

In his report for 1868, Superintendent Parker offered two plans. In the first, he suggested that there should be one state

normal school and that the \$132,000 which the state had received from the sale of the state tobacco warehouse, should be set aside as an endowment fund for the school. In the second plan, he recommended one normal school for each of the eight congressional districts in the state. The burden of establishing these schools was to rest upon the districts, and that of managing and maintaining them when they were once established, upon the state. Among the regulations that were suggested, the most important were that the selection of teachers for these schools should be submitted to the State Board of Education for ratification or rejection, that the schools should be open to males and females alike, and that the graduates should be obliged to teach in the public schools of the state for at least two years³⁰.

In his next report, that of 1869, Superintendent Parker abandoned the first of the above plans, and enlarged and modified somewhat the second one. In the first place he recommended that there should be six state normal schools instead of eight. He supported his plan for at least six schools by pointing to the success that other states had had in maintaining more than one school. He proposed that the expense of establishing these six schools should be borne by those counties which, in the opinion of the State Board of Education and of the Senate, had submitted the best bids for their location, and that only the support of the teaching force should be assumed by the State. He further proposed that the State create an endowment fund for the support of these schools by setting aside either the amount due from the national government as an indemnity for swamp lands, or fifty per cent of the proceeds that should be realized from the sale of the public lands yet unsold in the state.

For the management of these schools, he suggested that there should be for each of them a separate board of directors composed of one member from each county in the district, or that there should be for all of them a single board composed of two members from each of the six districts.

In addition to the usual regulations that the schools should be exclusively for the training of teachers, that tuition should be

free, that a model school should be attached to the school, and that all graduates should teach at least two years in the public schools of the state, there were two others that were somewhat unusual. The first provided that no person should be admitted to any of the schools unless he held a second grade certificate from a county superintendent. The second provided that the graduates of these schools should be entitled to diplomas from the President of the State University³¹.

Sometime before submitting his report for 1869, Superintendent Parker had issued a circular letter to the county superintendents asking their opinions concerning his plan for a state normal school system. Fifteen county superintendents replied, heartily endorsing normal schools, most of them approving his plan. In order that his suggestions might have all the more influence with the Legislature, he incorporated these replies in his report for 1869³². These communications are interesting because they show that a strong sentiment in favor of state normal schools was growing rapidly in different parts of the state.

In his report of 1870, Superintendent Parker recommended that there should be four state normal schools instead of six, as he had recommended in his previous report, and suggested that one school should be established each year, beginning in 1871, until the four had been created³³.

It is interesting to note how Superintendent Parker gradually reduced the number of schools he would have the state provide. He began by recommending eight, then came down to six, and finally to four. Possibly he was glad to see the legislature provide for only two as it did in 1870.

SECTION II.

AGITATION BY TEACHERS IN THE STATE.

Some time has been spent in reviewing the plans and suggestions for a state normal school system that were made by the Secretaries of State, the State Superintendents, and the Governors from 1842 to 1870. But the agitation on this subject was by no

means carried on by these officials alone. Several men who were prominent in the educational work of the state, were expressing themselves vigorously on the matter, especially after the close of the war.

Notable among these was President Baldwin, who came to Kirksville in 1867 and established a private normal school. The history of this institution will be related later. What is to be noticed at this point is the ceaseless activity of President Baldwin in interesting the people of the state, especially those in North Missouri, in the work of preparing teachers for the public schools, and in securing the proper legislation for the establishment of a state normal school system. Wherever he went, and there were few points in North Missouri he did not reach between 1867 and 1871, he made known his views. He put his whole soul into the cause, and what he did contributed very materially towards creating a popular sentiment that was strong enough to make the establishment of a state normal school system in Missouri possible.

We are very fortunate in knowing what were some of President Baldwin's ideas on the management of the system of state normal schools which he was advocating. In a report which he made to the State Superintendent in 1870 concerning the condition of his school at Kirksville, he submitted some views on the management of the University and the proposed State Normal Schools and Agricultural Colleges. After endorsing Superintendent Parker's plan for a system of six state normal schools, he made the following recommendations³⁴:

First. The University, the State Normal Schools, and the Agricultural Colleges should be separate institutions, each complete in itself. Each should have its faculty, its course of study, and its power to confer degrees.

Second. There should be two Boards of Curators for the management of all of these institutions. One of these boards should be the financial board which should consist of one member for each institution. This board should manage the finances of these schools, and hence should be composed of the best financiers of

of the state. The other board should be the literary board, which should consist of the ablest and best literary men of the state, one for each institution, and which should attend to all other matters connected with the literary success of these schools. Each institution should have an executive committee which should be composed of its representatives on the two boards, and which should have extensive duties.

Third. There should be one general law and management for the State University, the Agricultural Colleges, and the State Normal Schools.

Fourth. There should be one extensive central Agricultural College with a sufficient faculty to furnish a live, practical professor for each State Normal School. There should be connected with each State Normal School an experiment farm under the charge of an agricultural professor who should be aided by the faculty of the Agricultural College.

Fifth. Persons of either sex, having the required qualifications, should be entitled to all the benefits of the University, Agricultural Colleges, or State Normal Schools without tuition and without restrictions as to vocation in after life.

Sixth. The literary board should secure, in addition to the regular faculties, special lecturers of the highest ability.

Seventh. The science of government should be taught and the most exalted patriotism cherished. "The Bible should be in the hands, heads, and hearts of all the teachers and students." Nevertheless these "institutions should be, as far as possible, removed from the excitement and fluctuations of partisan politics, and the bitter agitations concerning sectarian tenets. These institutions should occupy broad, high, common grounds"

Eighth. "Only live, practical, common sense teachers should be employed."

Ninth. "Salaries should be made dependent on effort and success."

Tenth. "A general normal school bill should be secured at all hazards. The most vital interests of the state demand this. To postpone action longer seems almost criminal. The simple

passage of such a bill would enhance the value of property in Missouri many times the cost of six State Normal Schools. To insure the passage of such a bill, it should be provided that state aid would not be extended to any Normal school until such school shall have been in successful operation at least two years. The several schools could be located, buildings erected and furnished, and pioneer faculties, willing to 'labor and wait' secured. Thus the work might be well begun by the time our legislators should deem it safe to extend financial aid."

Eleventh. Provisions should be made for the accumulation of a large fund, by donation or otherwise, for each institution, to be used in paying the expenses of indigent, but worthy, students.

Twelfth. The faculties of the normal schools should be well prepared for county institute work, and one member should be required to attend the institutes in his district.

Not one of these recommendations was adopted by the state when provisions were made in 1870 for a system of state normal schools. The influence of President Baldwin lay in this case in stirring up the people to thinking about state normal schools, and not in planning how they should be organized and correlated with the other institutions of the state.

Besides President Baldwin there were a number of other men who were actively lending their influence to the cause of state normal schools. Among them were Major J. B. Merwin, Editor of the American Journal of Education (St. Louis), Superintendent Ira Divoll and Principal W. T. Harris of St. Louis, and Superintendent E. B. Neeley of St. Joseph. By means of addresses, newspaper and magazine articles, and personal solicitations, these men did much towards awakening an interest in a normal school system for the state.

The Missouri State Teachers' Association was used as an important instrument in developing a state normal school sentiment. In its first session held in St. Louis in 1856, resolutions were passed in favor of a state normal school system, and organized efforts to secure it were begun. Horace Mann was present at this meeting and did much towards shaping the deliberations of the

association. Professor Baldwin who was then teaching school at Savannah, Missouri, was also present, and acted as one of the Vice-Presidents of the association³⁵. Just what part he played in the deliberations on the state normal school system, is not known, but it is of great interest to note that he who figured so prominently in the establishment of the system some years later, was connected with the Missouri State Teachers' Association in an official capacity at the time it began its efforts in favor of the system to which he was destined to dedicate his life.

From 1856 to the breaking out of the civil war, when the association suspended, it renewed each year the resolutions concerning the state normal school system that were passed at the first meeting³⁶.

In June, 1866 the association met in St. Louis for the purpose of reorganizing. The greatest problem before it was how to recover from the disastrous effects of the war upon the educational system of the state. The association, however, did not stop with the desire to recover merely what had been lost, but planned for marked improvements. This is seen in its attitude towards the normal school question. It appointed a committee to urge upon the General Assembly at its next meeting the absolute necessity of establishing a state normal school, and we are assured that nothing was done more cordially by the association than the adoption of the resolution which provided for this committee³⁷.

The committee presented in due time the following memorial³⁸:

MEMORIAL OF THE MISSOURI STATE TEACHERS' ASSOCIATION TO
THE GENERAL ASSEMBLY, FOR THE ESTABLISHMENT OF A
NORMAL SCHOOL.

"The teachers of the State of Missouri, through the undersigned committee, appointed for the purpose at the convention held in St. Louis, in June, 1866, beg leave to present their memorial, praying your honorable body to consider the expediency of establishing, at some convenient locality, a normal school, for the sole purpose of training teachers of both sexes in what pertains to their profession. And, in presenting this memorial,

they beg leave to state the reasons which impel them to offer this request. They feel confident that nothing need be said upon the paramount importance of a system of public schools in a commonwealth like our own; and that anything which can be shown to be of essential aid in furthering the efficiency of such a system will meet with your hearty approval. And they feel the more assured of this when they remember the thorough going legislation of last year, which conceived and adopted the present school law of the state. They would respectfully call attention to the following considerations:"

I.

"That there is a manifest lack of efficient teachers to supply the present and iincreasing demand in this state; this is evident from the fact that the supply comes in large measure, from other states."

II.

"That there is a lack of institutions which give the special training requisite to fit the abundant native talent of the state for the responsible calling of teacher. Notwithstanding the excellence of this native element, which has been shown by the marked success it has achieved after proper training, yet the professional school is wanting, and the want is more keenly felt, because the dearth of higher institutions in the state extends even to seminaries and colleges, although these can give only one side of the education necessary to a teacher—namely the general culture."

III.

"That the economy of the measure is very obvious. If teachers were educated and trained in this state, better schools with less cost would result. For if the best talent is drawn here from other states, it must be because higher salaries are paid here than at home. That Missouri must be content with a poorer grade of teachers, at the same cost that other states pay for better ones, or else increase a disproportionate expense for the right quality. By a small comparative outlay, a normal school may be established that will save this extra cost."

IV.

"The most enlightened governments, of Europe, consider the normal school as an essential appendage to the state. Prussia, since 1735, has increased her normal schools to fifty. France has established ninety since 1810; England has forty, and Switzerland, thirteen, while the system has been adopted in Saxony, Hanover, Bavaria, Sardinia, Greece, and Belgium.

"The movement extended to this country during the first quarter of the present century, and has resulted in establishing such schools in Massachusetts, New York, Connecticut, Rhode Island, Michigan, South Carolina, New Jersey, Pennsylvania, Illinois, Minnesota, Maine, and Wisconsin, as State Institutions; while the larger cities, Boston, New York, Brooklyn, Philadelphia, St. Louis and others, have their own normal schools as a matter of economy."

"Experience has demonstrated that it is better to have a school exclusively devoted to the training and culture of teachers, than to make it the department of another institution. The department system is not much in vogue since its failure in Germany, and the experiments with it in New York and Kentucky."

V.

"In order to get in a clear light the benefits to be derived from normal schools, your memorialists further beg leave to recapitulate briefly the arguments used by its advocates, which have been confirmed by the test of one hundred years."

1. "There is an obvious distinction between the ability to acquire knowledge and the ability to communicate it. Again there is a difference in modes of communication.

A man may be very learned, and able to express his knowledge in rigid scientific forms, while he is utterly unable to explain any thing so a child can understand it; the teacher, however, must above all, be able to translate his knowledge into the form adapted to the youthful mind."

"The normal school is the only school that professes to attempt this art."

2. "The history of education is made a special object of investigation in the normal school. All past experience is thoroughly discussed, and the causes of success or failure set forth. It is seen that eminent teachers of all times have followed essentially the same method. It is further seen that this method involves the waking up of all the faculties to activity; how to stimulate the mind to self activity in the proper manner; how to govern the school in accordance with the spirit of our national idea, by training the pupil to self government; how to avoid these evil customs that have rendered the name pedagogue odious from time immemorial: to teach these things constitutes the business of a normal school."

3. "Thorough indoctrination in the true principles of instructions saves long and unfortunate experience; unfortunate for the scholars who are practiced upon for the teacher's benefit; unfortunate for the teacher who is forced to waste his time in groping about in the dark for that knowledge of method which he might have acquired at the normal school."

4. "The same sentiment that refuses to place confidence in the uneducated lawyer or physician should refuse to entrust the children of the community to the care of the empiric, to serve as waste material upon which he experiments while learning the art of teaching."

"Moved by these considerations your memorialists respectfully pray you to consider the expediency of establishing at some convenient locality one normal school for the purposes above mentioned."

"In behalf of the Missouri State Teachers' Association,"

WM. T. HARRIS,

IRA DIVOLL,

E. B. NEELEY,

G. P. BEARD,

T. A. PARKER,

Committee.

It is not known whether the association was holding annual meetings or not at this time, or whether the subject of state

normal schools was before the association every time it met. However, it is known that at its meeting in April, 1868 in St. Louis, the association again adopted resolutions in favor of normal schools³⁹. Doubtless the actions of the association on this matter had their due influence upon the legislators.

NOTES.

1. Report of the U. S. Commissioner of Education, 1870, p. 526.
2. Laws of Missouri, 1838-1839, p. 114.
3. Laws of Missouri, 1840-1841, p. 142.
4. Laws of Missouri, 1852-1853, p. 148.
5. State Superintendent's Report, 1869, pp. 55-56.
6. Senate Journal, 1842-1843, Appendix, p. 470.
7. House Journal, 1844-1845, Appendix, p. 166.
8. House Journal, 1844-1845, pp. 35-37.
9. House Journal, 1846-1847, pp. 23-26.
10. House Journal, 1846-1847, pp. 189-197.
11. House Journal, 1848-1849, pp. 26-29.
12. House Journal, 1848-1849, p. 38.
13. House Journal, 1846-1847, Appendix, p. 125; Senate Journal, 1848-49, Appendix, p. 4.
14. Senate Journal, 1848-1849, Appendix, p. 161.
15. Laws of Missouri, 1848-1849, p. 130.
16. Senate Journal, 1850-1851, Appendix, pp. 18-19.
17. Senate Journal, 1854-1855, Appendix, pp. 139-140.
18. Laws of Missouri, 1867, p. 9; Catalogue of Missouri State University, 1867-68, pp. 22-23.
19. House Journal, 1850-1851, Appendix, p. 142-4; House Journal, 1852-1853, Appendix, p. 288.
20. Senate Journal, 1854-55, Appendix, p. 200; Senate Journal, 1855, Appendix, pp. 139-141; House Journal, 1857, Appendix, pp. 116-8; House Journal, 1858-59, Appendix, p. 1 ff; Senate Journal, 1859-60, Appendix, pp. 268 ff; Senate Journal, 1860-61, Appendix, pp. 110-2.
21. Senate Journal, 1855, Appendix, pp. 139-140.
22. House Journal, 1857, Appendix, p. 116.
23. House Journal, 1857, Appendix, pp. 116-8; House Journal, 1858-59, Appendix, pp. 1 ff.
24. House Journal, 1858-59, Appendix, pp. 1 ff.
25. Senate Journal, 1859-60, Appendix, pp. 268 ff.
26. Senate Journal, 1858-59, pp. 291, 341, 429-30; Senate Journal, 1859-60, pp. 18, 122, 179, 183, 217.

27. Senate Journal, 1860-61, Appendix, pp. 110-12.
28. State Superintendent's Report, 1867, pp. 15-18.
29. House Journal, 1867, p. 254.
30. State Superintendent's Report, 1868, pp. 17-20.
31. State Superintendent's Report, 1869, pp. 18-22.
32. State Superintendent's Report, 1869, pp. 64, 69, 74, 90-93, 101-2,
115-6, 123, 126, 130.
33. State Superintendent's Report, 1870, p. 47.
34. State Superintendent's Report, 1870, pp. 117-8.
35. Catalogue of the State Normal School, Kirksville, 1879-80, p. 29.
36. North Missouri Register, Kirksville, Feb. 16, 1871, March 16, 1871.
37. State Superintendent's Report, 1867, p. 15.
38. Ibid, pp. 15-17.
39. State Superintendent's Report, 1869, pp. 16-17.

CHAPTER II.

THE NORTH MISSOURI NORMAL SCHOOL.

SECTION I.

CUMBERLAND ACADEMY.

For some time we have been following one thread of the introduction, the agitation in favor of a state normal school system. It is now necessary for us to take up the other thread, the history of the Normal School at Kirksville as a private institution. Inasmuch as the school was organized in a building known then as the Cumberland Academy, and continued to have its home there for over five years, it is proper that something should be said at this point concerning the history of the building itself.

The Kirksville Presbytery of the Cumberland Presbyterian Church at its first session which it held in Kirksville in December, 1859, decided to establish a male and female school in Kirksville which should be under its supervision and which should be known as the Cumberland Academy. A Board of Trustees was appointed and given the power to appoint as many agents as it should deem necessary to solicit funds for the school. The Board met on January 4, 1860, in Kirksville and effected the following organization: Hon. W. H. Parcells, President; Rev. J. E. Sharp, Secretary; J. G. Oldham, Treasurer. It appointed five agents to solicit funds with which to erect a suitable school building.

The Board decided to open the school at once without waiting for the building to be erected. Arrangements were then made for renting a building and for employing teachers. Reverend Amos Cox of Bloomington, Illinois, a graduate of Cumberland University, was secured as Principal, and Miss Maria Ellis, a graduate of the Conference Female College of Jacksonville, Illinois, as Assistant. On March 22, 1860, Cumberland Academy was opened by these two instructors. The enrollment during the spring was at least fifty, as the Board reported to the Presbytery in April

that there were that many in attendance then. It also reported that the building committee had let the contract for the erection of a school building, for which over \$2,000 had been raised.

The second session of the school opened on September 10, 1860, with the same instructors, but in another building, that is Professor Nason's school house which stood on the southeast corner of what are now Buchanan and Florence Streets. In October the Board reported to the Presbytery that there were thirty-eight in attendance at the Academy, and that the school building was in process of erection, most of the carpenter work having been completed.

The excitement into which the country was thrown in the latter part of 1860 and the early part of 1861, proved fatal to the Cumberland Academy. In a short time after the second session of the school had opened, it was suspended, and work on the building ceased, after nearly \$6,000 had been expended upon it. All attempts on the part of the Presbytery to revive the school and to complete the building failed, owing to the distressed conditions of the country that grew out of the war¹.

For some time the building stood incomplete and idle. Late in the spring of 1862, Miss Virginia Haynes, sister of Mrs. R. M. Ringo of this place, opened up a school in this building and maintained it until August 6th, the day of the battle of Kirksville, when it was broken up for good. Miss Haynes' school was the only one that occupied the building prior to the normal school which Professor Baldwin organized in it in 1867².

Finding it impossible to do anything with the building or the school, the Kirksville Presbytery secured in February, 1865, an act of the Legislature which enabled them to sell the building and grounds and apply the proceeds on the indebtedness that had been incurred³. In pursuance of this act the property was sold to D. S. Hooper, Samuel Reed, Jr., Nelson Grogan, and Abraham Wolf⁴.

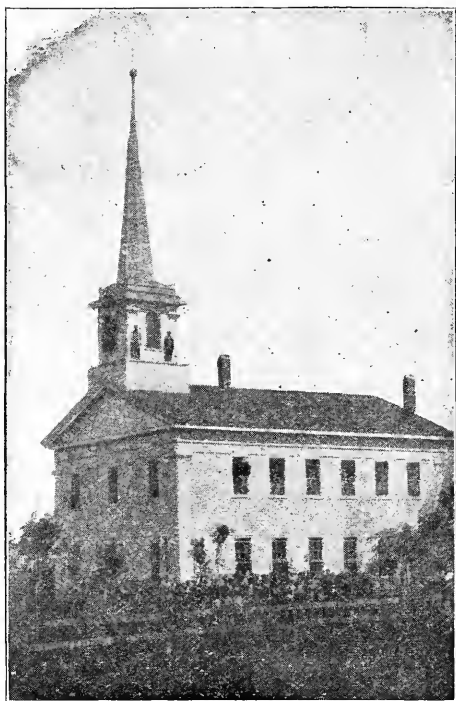
Efforts were made by these men to get the Christian Church of this place, which was then without a church building, to purchase the Academy and convert it into a church building, but

these failed. Finally a stock company consisting of several members of that church bought it in March, 1865, for \$1500⁵. For several years this company gave the use of the building to the Christian Church for religious services without charge. It also rented it for entertainments of various sorts.

For some time the company tried to get the church to purchase the building. In fact it had bought the property with this expectation. When it appeared that the church was not disposed to do this, the company began then to think of letting the building out to some one for school purposes, and, in February, 1867, it arranged to lease it to Professor Baldwin for the normal school which he had decided to open in the town in the coming fall.

Cumberland Academy, as the building was known until it was occupied by the Normal School, was erected on the block where Mr. R. M. Ringo's residence now stands, on the corner of Mulanix and Hickory streets. It was a large, two story, frame building with a tall steeple, facing the west. According to the original plans the lower floor was to be the chapel in which the exercises of the school and the religious services of the local Cumberland Presbyterian Church were to be held, and the upper floor was to be divided into five class rooms. As has been stated the Kirksville Presbytery never finished the building. How incomplete it was when work was suspended on it and how much was done by those who purchased it from the Presbytery, is not known. It seems, however, that the lower floor was ready for use for church services when the stock company acquired it in March, 1865, but the upper floor remained incomplete until the building was used as a normal school.

In order that the building might be put into suitable use for school purposes, Professor Baldwin arranged with the stock company to complete it and make some alterations. He therefore finished the upper floor and divided the lower one into three or four class rooms by means of sliding black board partitions which permitted the whole floor to be thrown open for chapel use and public exercises. He also built a one story, flat roofed addition



NORTH MISSOURI NORMAL SCHOOL.

on the rear of the original building. This addition contained three rooms. He replaced the old rail fence, first with a board, and later with a hedge fence. In view of these extensive improvements, which were made by Professor Baldwin, the company agreed to rent the building to him for ten years at the rate of one hundred dollars a year⁶.

It was in this building that the Normal School had its home for over five years; from September, 1867, to January, 1871, as a private institution, the North Missouri Normal School, and from January, 1871, to January, 1873, as a state institution. It is interesting to know that at the time when President Baldwin was working to get the state to adopt his school as one of a number of state normal schools, he planned to have this old building serve as a training school and to have the new building erected near it⁷. This plan fell through when another site for the new building was selected.

When Adair County made its bid for the State Normal School for the First District, it offered to give, among other things, the building that was being used at the time by the North Missouri Normal School, and the lots on which it stood⁸. In fulfillment of this promise the county issued bonds in favor of the stock holders in the North Missouri Normal School Association for their shares in this property. The transfer was made to the Board of Regents on January 3, 1871⁹.

On November 19, 1873 the Board of Regents sold the building and lots to M. B. Morris, H. F. Millan, and D. S. Hooper for \$1600¹⁰.

The main part of the original Normal School building was burned on the evening of August 24th, 1874. When the fire was discovered the building was too far gone to save it with the means at hand. It was thought at the time that the fire was the work of some incendiary¹¹. The annex that had been built on the rear of the original building was saved from the fire, and stood near the original site for some years when it, too, was burned.

SECTION II.

PROFESSOR BALDWIN'S VISIT TO KIRKSVILLE.

In February, 1867, Professor Baldwin came to Missouri looking for a suitable location for a normal school. On the thirteenth day of that month he arrived in Kirksville, and as the result of his visit, he decided to locate his school here¹². Two men are closely connected with his coming to visit this place. One of these was Mr. J. J. Griggsby, the other was Major J. B. Merwin.

Mr. Griggsby was a relative of Professor Baldwin and was at that time living in Kirksville, having come here from Indiana in 1860. Very shortly after settling here he began to write to Professor Baldwin, who was then living in Indiana, urging him to come to this place and open up a school. He continued to write to him to that effect for several years. Professor Baldwin, however, did not seem inclined to the proposition, and Mr. Griggsby had just about decided to stop urging the matter when he heard that the stock company, that had bought the Cumberland Academy building, were anxious to get some one to start a school in it. He suggested Professor Baldwin to them as the very man for whom they were looking. He was requested by the company to write to Professor Baldwin in their behalf concerning the matter, and after waiting some time for a reply, finally got a letter from him saying he would come out in a few days and look over the situation.

Meanwhile Major Merwin, who was then Editor of the American Journal of Education in St. Louis, was doing what he could to interest Professor Baldwin in the educational work of Missouri. It chanced that he was making addresses before teachers' institutes in Indiana during the year of 1866, and while engaged in this work he became acquainted with Professor Baldwin who was likewise lecturing before the institutes. He was at once impressed with Professor Baldwin's enthusiasm and zeal for schools and school work, and immediately began to urge him to come to Missouri, and kept up his solicitations for some time.

Finally Professor Baldwin was induced to make up his mind

to come and look over the field. He came first to St. Louis and visited his friend, Major Merwin, for a few days. In this connection Major Merwin tells an interesting story. When Professor Baldwin reached St. Louis, he was inclined to select St. Joseph, which was already a thriving town and advantageously located, as the place for his school. It is quite likely that he was somewhat acquainted with this city and vicinity as he had taught at Platte City and Savannah, Missouri, in the fifties, and perhaps this acquaintance may have had something to do with his predilection in favor of it as the best place for his school. Major Merwin was bitterly opposed to St. Joseph and did all he could to dissuade Professor Baldwin from going there. He suggested Kirksville as the best place in the state for the new school. It is happened that Professor Baldwin had lost his traveling money and wanted to borrow fifty dollars so as to proceed on his journey. Major Merwin offered to lend him the money on condition that he would go at once to Kirksville and look over the situation there carefully, and added that, if he did not like the place, he need not refund the borrowed money.

As far as is known Professor Baldwin did not visit any other place. After spending two or three days here, meeting the people and conferring with those who were interested in getting a school started in the town, he decided that this was the place for his institution. Arrangements were then made with the stock company that owned the Cumberland Academy building for its use for the school. Some account of these arrangements has already been given.

At the time when Professor Baldwin decided to locate his school in Kirksville, there was only one normal school in the state, and that was the St. Louis City Normal School which had been established in October, 1857, under Superintendent Ira Divoll and with Mr. Richard Edwards as Principal. The sole purpose of this school was to prepare female teachers for the schools of that city¹³.

Owing to this fact, the school was strictly local, and hence the field, as regards the state at large, was unoccupied in 1867.

To Professor Baldwin there justly belongs, therefore, the credit of having established the normal school system of the state.

SECTION III.

THE OPENING OF THE SCHOOL.

Verv few subjects connected with the early history of the school are more interesting than that of the first faculty and the way in which it was selected. President Baldwin realized that the success of the school would depend largely on the character of the members of the faculty, and so acted very deliberately in choosing his associates. He planned to engage "for each leading department a young, talented, ambitious teacher, who was willing to devote his life to building up a department of unsurpassed merit." All teachers were to be engaged for not less than ten years, and on such terms that "each would feel as much interest in the success of the institution as if owning it." Furthermore, when the faculty had been organized, no other member was to be added except at its unanimous request¹⁴. With these ideas in mind, President Baldwin proceeded to select five associates with whose help the school was organized.

The first to be selected were Professor and Mrs. F. L. Ferris of Idaville, Indiana. Conditional arrangements had been made with them by President Baldwin for the work before he came to Missouri in February, 1867, to look over the field for a school. They had been conducting a private high school at Idaville, Indiana, at the same time that President Baldwin had been teaching at Burnettsville and Logansport, towns neighboring to Idaville. President Baldwin had visited their school, and was impressed with their ability and skill. He therefore interested them in his scheme for a school in Missouri, and on his return from Kirksville made definite arrangements with them for the work.

During his visit in Kirksville in February, 1867, President Baldwin secured the promise of Professor W. P. Nason, who was at the time engaged in teaching a semi-public school in Kirksville, that he would become one of the faculty of the new school.



PROFESSOR W. P. NASON.

(From a photograph taken about 1880.)

Had not President Baldwin made conditional arrangements with Professor Ferris and his wife before he came to Kirksville, Professor Nason would have been the first one to be selected.

Early in the spring of 1867 President Baldwin moved his family from Indiana to Kirksville. Shortly after doing that he made arrangements with Professor J. M. Greenwood and his wife to teach in his school. Concerning the making of these arrangements, a very interesting story is told.

In arranging his new home in Kirksville, President Baldwin decided a milk cow was needed. On making inquiries as to where he might find a good one, he was directed to the Greenwood farm, southeast of town. In a few days he drove out to this farm and found Mr. J. M. Greenwood and his father plowing in the field. As he had arrived at about noon time, he was invited to go to the house and take dinner. Meanwhile young Greenwood was sent by his father to bring in some cows from the pasture. While President Baldwin was in the house waiting for dinner, he was attracted by the library which he found there, especially the collection of mathematical books. This opened up to him the fact that some one in the family was more than a mere farmer. On inquiry he found that the books belonged to the young man who had been sent to bring in the cows and that this same young man had taught for several years. As a result he began to think of Professor Greenwood as a possible teacher of mathematics in his new school. When dinner was over, he went out to look at the cows, and after much delay finally purchased one and drove her away.

Later in the spring President Baldwin and Professor Greenwood met at a county institute in Edina, Missouri. During this institute President Baldwin outlined fully to Professor Greenwood his plans for a school, and definitely invited him to become one of the faculty. Although Professor Greenwood had decided to discontinue teaching and engage in farming and stock raising, he reconsidered the matter, and finally concluded to join with President Baldwin in his enterprise. At about the same time arrangements were made with Mrs. Greenwood to take charge of



PROFESSOR J. M. GREENWOOD.

(From a photograph taken in 1874.)

the primary department of the new school¹⁵. With these arrangements the selection of the original faculty of the school was completed.

After having chosen his associates, President Baldwin began the work of canvassing the country for students in great earnestness. In this work he was assisted by Professors Greenwood, Ferris, and Nason, though most of it he did himself. The canvass included personal solicitation of students, the holding of institutes, the visiting of schools, and the delivering of lectures and public addresses of various sorts. It was carried on in sixteen counties in north east Missouri. Very few parts in this section were left unvisited¹⁶. President Baldwin made his trips chiefly by means of a team and buggy which he purchased in the spring. So thoroughly did he canvass the country that by the opening of school in September, both the team and the buggy, according to the testimony of men yet living, were "literally worn out."

No catalogues were issued announcing the new school. Instead of them President Baldwin had large posters printed announcing his lectures at different points. These posters were sent ahead of him on his trips and posted in conspicuous places. As a result he always got a large crowd to hear him wherever he went.

In these lectures he announced to the people what he was proposing to do, and urged them to give stronger support to the public school system.

The school opened on September 2, 1867. The students who gathered were a decidedly heterogeneous mass; they were of both sexes, and of all sizes and ages from the primary grade up. As one of their members has expressed it, they were uncouth, awkward, and untutored, but seriously in earnest. Many of the men had spent several years in the army and were necessarily far behind in their education. None of them had any surplus of money to spend. Most of them were making their own way through school, and hence knew the precious value of the time and money they were spending. Judging from external appearances, this was not a very promising lot of students with which to start a school. But there was the making of many a man and woman of strength

in that body, and fortunately there was at the head of the school a man who knew how to bring out the very best in those whose advantages had been meager, but who were willing to strive and toil.

By the close of the school year the enrollment in the Normal Department reached one hundred and forty. This, with the enrollment of one hundred and forty-four in the various grades of the model school made the total attendance two hundred and eighty-four. To the President and faculty of the school this was a very encouraging beginning, though from a financial standpoint it was not very remunerative to the President. In engaging his associates, President Baldwin had bound himself to pay each a certain salary and to bear all the other expenses of the school, and had agreed to take what was left of the proceeds of the school. This arrangement was agreed to for three years. The income for the first year, which came only from tuition fees, was \$3,705; the expenditures were \$4,020. The President incurred a loss of \$315 in addition to his living expenses for a year¹⁷.

Notwithstanding this financial loss, the enrollment was such as to give the President a basis for his faith in the ultimate success of the school. Concerning the matter he said: "The success during the year passes all expectation. That in this war cursed region three hundred students should enter such a school during its first year is truly wonderful. The Faculty have consecrated themselves for life to the grand work of building up a Western Institution of unsurpassed merits. With all of their ability, with untiring energy, and with unbounded enthusiasm, they will labor for its success¹⁸."

The second year of the school was much more successful than the first. The total enrollment was 423, of which 203 were in the Normal Department and 220 in the various grades of the Model School¹⁹. The increase over the the enrollment of the previous year was 139. The income for the year was \$5,520; the expenditures were \$4,335. Instead of a deficit there was a surplus of \$1,185, and this constituted President Baldwin's salary for the year²⁰.

Towards the close of the first year of the school the North Missouri Normal School Association was organized for the promotion of the school. It was composed chiefly of the members of the stock company who owned the property which was being used by the school, and by the men of the faculty. The association was incorporated on June 2, 1868²¹.

After running for nearly three and one-half years as a private institution, the school was adopted on December 29, 1870, as one of the two State Normal Schools as provided for by the bill of March 19th of that year. This was a consummation which President Baldwin and his chief assistants had been working for since the beginning of the school, and which he had probably had in mind from the time he decided to come to Missouri. In the catalogue for the second year of the school, it was plainly stated that efforts were being made to make the institution one of a system of six state Normal schools²². How these efforts were successfully realized, we have now to investigate.

NOTES.

1. The authority for the preceding facts regarding the Cumberland Academy is the Record of the Stated Clerk of the Kirksville Presbytery. A transcript of those portions of the record that pertain to the Cumberland Academy, is among the archives of the school.

2. Mr. R. M. Ringo is authority for the statements of this paragraph.

3. Laws of Missouri, 1865, p. 178.

4. Abstract of Title to Block 10 in the north east addition to Kirksville.

5. Ibid.

b. Mr. J. H. Morris, one of the stock company, which purchased the old Cumberland Academy, is authority for the above statements.

7. State Superintendent's Report, 1870, p. 115.

8. Records of Adair County Court, B, pp. 91-92.

9. Minutes of Board of Regents, March 18, 1871.

10. Abstract of Title to Block 10 in the northeast addition to Kirksville; Minutes of Regents, Nov. 17, 1873.

11. North Missouri Register, Kirksville, Aug. 27, 1874.

12. State Superintendent's Report, 1870, p. 119.

13. Ninth and Tenth Annual Reports of Board of Directors of St. Louis Public Schools p. 21. This school had a continuous existence from 1857 to 1899 most of the time as a part of the high school system of the city. In

1899, it was temporarily suspended. Recently the city voted to establish a separate City Normal School. This is now in process of organization.

14. State Superintendent's Report, 1870, pp. 115-6.

15. Article by J. M. Greenwood in the Educational Review, April, 1901.

16. Catalogue, State Normal School, Kirksville, 1871-72, p. 20.

17. State Superintendent's Report, 1870, p. 119.

18. Catalogue, North Missouri Normal School, 1868-69, back cover.

19. Catalogue, North Missouri Normal School, 1869-70, p. 21.

20. State Superintendent's Report, 1870, p. 119.

21. Record of Adair County Circuit Court, May term, 1868, June 2, p. 439.

22. Catalogue, North Missouri Normal School, 1868-69, p. 21.

CHAPTER III.

THE ADOPTION OF THE NORTH MISSOURI NORMAL SCHOOL AS THE FIRST DISTRICT STATE NORMAL SCHOOL.

SECTION I.

THE NORMAL SCHOOL LEGISLATION OF 1870.

In March, 1870, the efforts to secure legislation in favor of the establishment of a state normal school system met with success. Prior to that time many attempts had been made to gain this end, and though they always failed, it will be worth our while to note briefly, as a sort of introduction to the legislation of 1870, what these attempts were.

In February, 1859, there was introduced in the Senate a bill entitled "An act to establish a State Normal College"¹. As far as is known this was the first time a bill for a separate institution for the training of teachers was ever introduced. On the third reading it was postponed until the next session².

When the legislature met again that fall another bill was introduced in the Senate providing for the establishment of a normal school. The bill seems to have received some attention, but it was finally killed³.

The breaking out of the war put a stop to all efforts to establish the system. When it closed the advocates of the system began to marshal their forces and after several efforts succeeded.

The first efforts after the war were made in 1867. In February of that year two distinct acts were introduced in the Legislature on this matter; one provided for the establishment of a "State Agricultural and Normal University"⁴, the other for "the education of the teachers of the common schools of the state"⁵. As far as the records show no consideration was given these bills.

When the Legislature met in its regular session in January, 1869, preparations had already been made to renew the efforts

to obtain legislation in behalf of a state normal school system. Bills to that effect were soon introduced. On January 25, one was introduced in the Senate⁶, and on January 27, the same bill was introduced in the House⁷.

These identical bills provided for the division of the state into six normal school districts, three north and three south of the Missouri river. In each of these districts a normal school was to be established in the county which should offer the greatest inducement by way of buildings and grounds, provided the buildings and grounds should not be less than \$25,000 in value and the grounds should not be less than ten acres in extent. The management of these six schools was to be placed in the hands of a Board of Regents composed of fifteen persons. The State Board of Education, that is, the Secretary of State, the Attorney General, and the State Superintendent, were to constitute three of the members; the other twelve men were to be appointed by the Governor for a term of six years each, and the appointments were to be made so that one-third of the number were to retire every two years. The Board was empowered to receive bids for the location of the schools and to accept those they thought were best.

For the support of every normal school thus established the state was to appropriate \$5000 annually for the payment of teachers' salaries. Model schools or schools for practice teaching were to be established in connection with these schools. Every applicant for admission was to be required to sign a declaration of his intention to follow the profession of teaching in the public schools of the state, and graduates of these normal schools were to receive diplomas which would entitle them to teach in any public school in the state without examination⁸.

These bills were referred by both the House and the Senate to their respective Educational Committees. The Senate committee reported favorably upon the bill, recommending, however, some slight amendments which were adopted. The bill was then ordered engrossed but as far as is known nothing more was done with it that session⁹. Nothing appears to have been done in the House with the bill that was introduced there.

When the Legislature met in adjourned session in January, 1870, the legislation that had been started in the previous session was taken up by its friends and shortly pushed to successful completion. The most interesting action took place in the House.

On January, 27th, the Educational Committee of the House reported a substitute in lieu of the bill referred to it in the session of 1869. The provisions of the substitute differed from those of the original bill chiefly in the number of normal school districts and in the composition of the Board of Regents. Instead of six normal school districts there were to be four, as follows: the seventh and eighth congressional districts, except Howard and Randolph counties, were to constitute the first district; the sixth and ninth congressional districts, including Howard and Randolph counties, were to constitute the second district; the fourth and fifth congressional districts, the third; and the second and third congressional districts, the fourth. The Board of Regents was to consist of eleven persons, the Board of Education and eight others appointed by the Governor, two from each normal school district, for a term of four years. The other provisions of the substitute were practically the same as those of the original bill¹⁰.

Efforts were made several times to amend this substitute so as to include a provision for the creation of a Normal Department in Lincoln Institute for the preparation of negro teachers. These amendments were finally withdrawn when a separate bill was passed by the House providing for the establishment of Lincoln Institute as a State Normal School for negro teachers¹¹.

Of the amendments that were proposed, the following were the most important that were adopted. In the first place the number of normal school districts was reduced from four to two. The first district was to be composed of all the counties north of the Missouri river. The second district was to be composed of all the counties south of the Missouri river except St. Louis county. In the second place the membership of the Board of Regents was reduced from eleven to seven. The seven were to be the Board of Education and four others appointed by the Governor,

two from each of the two normal school districts. In the third place it was provided that the normal school at Columbia should not be considered as the one for the first district¹².

The substitute as amended was voted on by the House on February 14, with 54 for it, and 35 against it, 46 being absent and 2 sick¹³. Inasmuch as the substitute did not receive a constitutional majority it was lost. On February 17 a motion to reconsider the vote on the substitute of February 14 was carried. The substitute was then carried by a vote of 73 to 33, 27 being absent and 4 sick¹⁴. The opposition to the substitute was practically the same in both votes. Evidently the required majority came from those who were absent the time the first vote was taken.

When the House bill reached the Senate a number of amendments were made, the most important of which was the striking out of that provision which authorized the graduates of these schools to teach in the public schools of the state without further examination¹⁵. When the bill was returned to the House, the Senate amendments were adopted¹⁶. The bill as then passed by the House and the Senate was approved by Governor McClurg on March 19, 1870¹⁷. With this act the long struggle for the adoption of a normal school system by the state came to an end. The significance of the act can only be understood by keeping in mind the long agitation on the matter and the repeated attempts to get some favorable legislation.

Doubtless much of the history of this legislation will never be known. Of the forces that led up to this result, we know something of those that left traces in the records. But doubtless those were only a small part of the whole number of influences that were set in motion. It appears, however, that, among those leading in the matter from 1867 to 1870, President Baldwin was in the very front. How much personal work he did among the legislators, is not known. Being no politician, he probably did very little. But he was very active in stirring up sentiment among the people and in bringing them to make known their views on the normal school system to their representatives.

Among other things employed in this connection, he had the students, who were enrolled at the time the bill was being considered, to write to their Representatives and Senators urging them to support the bill. These things, doubtless, told considerably in their influence upon the legislative body.

In following in detail the course of the legislation of 1869 and 1870, several things have appeared as very suggestive and worthy of some comment.

In the first place there was a gradual reduction in the number of normal school districts. In the original bill there were to be six districts, in the substitute which was offered in the House there were to be four, and in the bill which was finally adopted, only two. The number proposed in the original bill was the same as that recommended by President Baldwin and Superintendent Parker. Just what induced the Legislature to reduce the number from six to two, is not clear. Perhaps it was the desire to limit the amount of expenditures; perhaps too, it was thought wise to start the system with a small number of schools and then found others if these proved successful and if the need for more arose.

In the second place only one Board was thought of for the entire system of normal schools, whether there were to be six or two schools. As the number of normal school districts was decreased the number of Regents appointed by the Governor was decreased correspondingly. It does not appear that any one advocated a separate Board for each institution. The single Board system was maintained until 1874 when a law was passed giving to the First and the Second District Normal Schools each a separate Board¹⁸, just as in 1873 the Third District School was given, at the time of its establishment, a Board of its own¹⁹. The merits of the two systems will be considered in another connection²⁰.

In the third place the law had in mind the establishment of schools whose chief purpose and whose only reason for existence was the training of young men and women as teachers in the public schools of Missouri. This is evident from the articles in the original bill, the substitute, and the bill adopted, which pro-

vided for model or practice schools and which required a declaration on the part of the students that they intended to teach in the public schools of the state. It was not the intention, however, of making the course of study entirely pedagogical. Provisions were made for "lectures on chemistry, anatomy, physiology, astronomy, the mechanic arts, agriculture, or any other science or branch of literature, according as the Regents might direct"²¹. Just what the legislators had in mind by this clause, is not clear. Whatever it may have been, this clause gives to the normal schools of the state a statutory right of putting under the pedagogical training a solid basis in various academic subjects.

In the fourth place it is to be noticed again that the original bill and the House substitute proposed to give to the graduates of the two State Normal Schools the authority to teach in the public schools of the state without further examination. In the bill that was adopted this provision was omitted. It would be of great interest to know why this was done. Whatever the reason was, the fact remains that not until 1887 was this authority to teach in the public schools of the state conferred upon the graduates of the State Normal Schools²². The history of the efforts to secure this authority will be related in a later chapter²³.

SECTION II.

THE VOTING OF NORMAL SCHOOL BONDS BY ADAIR COUNTY.

As soon as the statenormalschool bill had been passed by the Legislature, a movement was started to get the citizens of Adair county to vote bonds so that the county might be able to make a bid for the school for the first district. Doubtless the general outline of the plan for doing this had been drawn long before the bill was passed, and probably a good deal of agitation had already been carried on.

The first official step was taken on July 5, 1870. On that day, the Adair County Court which was composed at that time of only one Justice, Judge Jacob Sands, issued an order for a special election which should be held on September 8, for the

purpose of voting upon the proposition that bonds, not to exceed \$100,000, should be issued for "the purpose of securing the location of a state normal school at Kirksville according to the act of the General Assembly, approved March 19, 1870." These bonds were to run not more than twenty years and to bear interest not above ten per cent²⁴.

Public agitation began in the form of a mass meeting of the citizens of Kirksville on the night of July 24. Speeches were made by a number of persons, and in them it was stated frequently that Kirksville could afford to subscribe the \$100,000 itself rather than not get the state normal school at all. A committee of five was appointed to carry on the campaign²⁵.

At the time when the county court ordered the above mentioned election, there was considerable opposition to the proposition, particularly among the country people, some of whom felt that a state normal school at Kirksville would be a Kirksville institution more than anything else. Moreover, many people were decidedly opposed to issuing bonds as a matter of principle, whatever the purpose.

In order to meet this opposition, articles appeared in the newspapers giving reasons why the county should vote the bonds, and in addition a systematic and complete canvass of the county was planned and carried out. In the newspaper articles the financial phase of the question was more thoroughly discussed than any other phase. It was estimated that at least four hundred students would attend the school each year and that each would spend about \$250 annually. On that basis, \$2,000,000 would be spent in Kirksville in twenty years. These figures were offered to the citizens of Kirksville for their special consideration, and much emphasis was placed upon the largeness of the returns upon the investment that was asked.

It was also argued that a state normal school in Kirksville would induce families of wealth and culture to settle in the town for the purpose of educating their children. Their wealth would add to the amount of taxable property and thus reduce the rate of taxation in both the town and county. Moreover, their culture

would add to the development of good society²⁶.

The work of canvassing the county was done largely by President Baldwin and Judge Sands. They went from school house to school house and urged upon the people, who gathered at these places, a favorable consideration of the proposition. As the time of the election drew near, arrangements were made for a series of meetings throughout the county during the week preceding the election, at which addresses were to be made by a number of prominent citizens. An announcement to that effect was made in the Kirksville Tribune of August 25. Meetings were announced at Hazel Green, Wilmathville, Kirksville, Well's School House, Troy Mills, Gates' School House, Shibley's Point, Water's School House, Nineveh, New Hope, Haxby's School House, and Union School House. Among those who were to speak were Dr. Gates, Judge Ely, Dr. A. H. John, W. H. Parcels, Major Linder, Judge Sands, P. F. Greenwood, David Wells, J. M. Oldham, Dr. Ellis, and Professors Baldwin, Nason, Greenwood, and Pickler. The announcement closed with this injunction: "Every man, woman, and child in Adair county should be interested in the location of the State Normal School at Kirksville—it is perhaps the last opportunity that we will ever have to secure the location of a state institution in our midst. Let the vote be unanimous, and its location is certain²⁷."

The success of this campaigning is seen in the vote that was cast on election day. For the proposition 629 votes were cast; against it, 189²⁸. The vote by townships was as follows²⁹;

TOWNSHIPS	FOR	AGAINST
Benton	413	2
Polk	28	5
Pettis	23	6
Liberty	28	11
Salt River	38	51
Wilson	21	48
Clay	37	34
Nineveh	25	8
Walnut	8	13
Morrow	8	11
Total,	<hr/> 629	<hr/> 189

From this table it will be seen that in Benton township, the township in which Kirksville is located, the vote was almost unanimous, only two votes having been cast against the proposition. In only two townships where the total vote in each was over 75, was there a majority against the proposition.

On comparing this vote of the county in September with that cast for Governor in the following November, one sees that only a little over one-half a vote was polled on the bond proposition. The total vote for Governor was 1494; for Brown, 686; for McClurg, 808³⁹. The total vote on the bonds was 818.

Inasmuch as two-thirds of the legal voters voting had declared in favor of the bond proposition, the county court at its session on September 12, declared it had been ordered³¹. The next work was that of presenting the bid of the county to the Board of Regents.

SECTION III.

THE LOCATION OF THE FIRST AND SECOND DISTRICT STATE NORMAL SCHOOLS.

On the same day that the Adair County Court declared that the proposition to issue bonds for a state normal school had carried, it drafted a letter and ordered it to be sent to the State Superintendent stating that the county was ready to make its bid and asking that a meeting of the Board of Regents should be called as soon as possible to consider the same. Judge A. H. Linder was appointed by the court as its special agent with full authority to arrange and contract in behalf of the county with the Board in reference to the matter³².

Meanwhile arrangements were being made by Pettis county to offer a bid for the second district school, and when the State Superintendent received the official notices of Adair and Pettis counties that they were ready to submit their propositions, he called a meeting of the Board of Regents. In response to this call, the Board met in Jefferson City on December 1, 1870. It was composed of the following persons: State Superintendent

T. A. Parker; Attorney General H. B. Johnson; Secretary of State F. Rodman; Superintendent E. B. Neeley of St. Joseph and President Joseph Baldwin of Kirksville, representing the First District; J. R. Milner of Springfield and General G. R. Smith of Sedalia, representing the Second District³³.

After effecting organization by electing Superintendent Neeley President, the Board received propositions for the locations of the two state normal schools from the various county delegations that were in attendance.

On behalf of Adair county Judge Linder presented the following definite proposition for the school for the first district³⁴:

"To the Board of Regents for the Normal schools of the State of Missouri:

"GENTLEMEN:

"The undersigned as the Agent of Adair County acting under and by virtue of an appointment made by the county court of the said county would respectfully submit the following bid or proposition to secure the location of the Normal School for the first district at Kirksville, Adair County.

"First: Ten acres of land within one mile of the public square of Kirksville, more or less as may be determined by your honorable Board, with a building or buildings to be erected thereon, agreeable to plans and specifications to be submitted by said Board, of the value of Fifty Thousand Dollars.

"Second: In addition to the above and supplemental thereto, the building now used by the North Missouri Normal School and the eight lots upon which it is situated, together with the furniture, apparatus, library, etc., now used by said school."

(Signed)

A. H. LINDER, Agent.

General G. R. Smith of Sedalia then submitted a proposition from Pettis county for the school for the second district³⁵.

In addition to these bids from Adair and Pettis counties there were others, more or less indefinite, from other counties. Among them was a proposition from Johnson county for the second district school, and another from Livingston county for

the first district school. The proposition from Johnson county was declared to be in such form as to prevent the Board from entertaining it³⁶. Just what Livingston county offered is not shown in the records. It was evidently not satisfactory, for a resolution was proposed by State Superintendent Parker that the Board should adjourn until December 15, in order that the offer of Livingston county or others might be made in suitable form and that other counties informally represented before the Board might have the opportunity to complete their offers for the first district school. This resolution was voted down³⁷. The proposition from Adair County was then accepted by a vote of five to one, thus locating the first district normal school at Kirksville³⁸. During the day the bid of Pettis county was accepted and the second district school was located at Sedalia³⁹.

The sessions of the Board on the first day had lasted long into the night. When they closed, the important matter of locating the two normal schools was apparently settled, but later events proved that such was not the case by any means. When the Board met on the next day, December 2, it adopted a resolution offered by Superintendent Parker whereby the votes by which the bids of Adair and Pettis counties had been accepted were reconsidered, and it agreed that it should meet at Sedalia on December 26 to consider any and all bids for the location of the schools. President Baldwin was the only one who voted against this resolution⁴⁰. The friends of the counties which were competing against Adair and Pettis had evidently done very effective work between the adjournment of the Board on the night of the first and its session on the morning of the second. After taking this action to reconsider matters in full, the Board adjourned to meet at Sedalia that evening, in order ostensibly to give it an opportunity to examine some property which was to be offered by that city for the second district school⁴¹.

Some very important matters were transacted by the Board at its meeting at Sedalia on the night of December 2. It arranged for a meeting of the Board at Kirksville on the twenty second for the purpose of examining the buildings and grounds contained in

the bid of the county, and it accepted an invitation from Warrensburg asking it to visit that city. In order that the bids that were to be submitted by the various counties for the two schools might be in proper shape, the following rules regulating their form and contents were adopted⁴²:

"First. All counties or municipal corporations desiring to make offers for the location of the Normal schools are required to present such offers on or before the 26 inst.

"Second. All such offers shall be in cash or buildings and grounds, or both.

"Third. All subscriptions of counties or municipal corporations shall be presented by a duly authorized agent.

"Fourth. All private subscriptions shall be accompanied by satisfactory evidence of the responsibility of the parties.

"Fifth. This Board will not consider any bid or offer for the location of the Normal Schools, unless the county court of such county whose bid or offer may be approved and accepted shall enter into a contract with the Board to the effect that the buildings to be erected according to the plans and specifications to be submitted by the Board, shall be finished and ready for the inspection of the Board within two years from the signing and delivery of such contract."

These rules were ordered published in the prominent newspapers of the state, and the secretary was requested to prepare a synopsis of the proceedings of the Board for publication in the Missouri State Times⁴³. Provision was also made that when the State Superintendent should receive bids for the schools, he should appoint two members of the Board to examine the property contained in the bids and report the same to the Board⁴⁴.

The effect of the news of the action of the Board upon the people of Kirksville and Adair county may well be imagined. It was believed, and is still believed, by a great many who were active in the matter, that underhand methods were being used to deprive Kirksville of the school and to force President Baldwin to close his institution. Fortunately for Adair county she had the right kind of men to meet this crisis. Between the meeting

of the Board at Jefferson City on December 1 and 2, and its meeting at Sedalia on the 26, plans were laid for overcoming the competition of the other counties, and for securing the favorable action of the Board. Among other things, the county court secured the services of B. G. Barrow as an attorney to contest the legality of the Board's reconsideration of the location of the school at Kirksville.

When the time came for the Board to meet in Sedalia, large delegations from both Kirksville and Chillicothe went down to present their claims. In the Kirksville delegation were Judge Sands, Judge Linder, and W. H. Parcells. Besides these gentlemen there were two others, both of whom have since become very prominent in the state, one in educational work and the other in business and politics, whose chief business was to gather as much information as possible concerning the plans of the Chillicothe delegation. Falling in with this delegation on its way to Sedalia, they gradually drew from it a complete outline of its plans. The information they derived enabled the Kirksville representatives to proceed intelligently.

When the Board began its session the matter of locating the two schools came up at once. One of the earliest resolutions bearing upon this was presented by President Baldwin to the effect that the bids, which had been made by Adair and Pettis counties and on which the location of the normal schools had been made at Kirksville and Sedalia, should be considered as before the Board, and that no additional propositions which should be made by these counties should prejudice their claims to the locations of the schools at the places named⁴⁵. The object of this resolution is apparent. The competition of other counties made it practically necessary for Adair and Pettis counties to raise their bids in spite of their claim that the first action of the Board constituted a valid contract which was yet binding upon them and the state. In order, therefore, to forestall any counter claim that additional offers made by these counties were an acknowledgement that the contracts had been set aside, this resolution was offered, and singularly enough it was carried.

Both Adair and Pettis counties had come prepared to protest against the reconsideration of the location of the normal schools, and the Board was engaged for nearly one whole day in hearing these protests and the replies which were made by the representatives of Johnson and Livingston counties. Adair county having been given the privilege of presenting her case first, B. G. Barrow offered the formal protest of the county and argued the question of the right of the Board to rescind its action locating the First District Normal School at Kirksville⁴⁶. Rev. J. G. Dougherty and J. H. Hammond of Chillicothe replied to Mr. Barrow in behalf of Livingston county⁴⁷. John F. Phillips presented the case of Pettis county and W. H. Blodgett and A. W. Rogers of Warrensburg replied in behalf of Johnson county⁴⁸.

After hearing these arguments, the Board went into private session. An attempt was made through a resolution offered by Attorney General Johnson to overrule the objections and protests which had been entered by Adair and Pettis counties, but this resolution was tabled and it was ordered that the bid of Adair county should be taken up for consideration⁴⁹.

Judge Linder then presented the following bid⁵⁰.

"To the Board of Regents of the State Normal Schools:

"Whereas on the first day of December, 1870, a proposition was submitted by the undersigned commissioner of Adair county to your honorable Board, looking to the location of the State Normal School for the first district at Kirksville in the said county, which proposition was, then and there, by a resolution of your Board duly accepted, and the location thereby was, as we claim, secured at Kirksville; and it further appearing that the said proposition so made and accepted was and is considered by members of your Board as not being equally favorable to the state in amount as that offered by Pettis county and Sedalia; and it further appearing that some of the Board do not consider that the said amount so offered and accepted is sufficient in amount to fence and beautify the grounds so given in the said proposition for the said Normal School, and to purchase a library and apparatus to make said school a first-class institution;

"Now claiming a vested right and a valid contract to be existing between said county and the State of Missouri effectually securing the said location, and refusing to surrender our right thereunder, but in order to show our interest in the success and honor of the enterprise and to show our magnanimity we hereby in consideration of the promises in behalf of the said county, offer and tender by way of an additional donation to the said State Normal School so located, the sum of Eight Thousand Dollars of bonds of the said county, having twenty years to run at 7 per cent interest, to be under the control and subject to the disposition of the Board for said purposes aforesaid, to be disposed of at such time and at such price as the court may see fit, and it is expressly understood herein that this is not to be considered as any portion of the bid heretofore made, nor in any manner to operate as a variance or abandonment of the contract heretofore made as aforesaid, or to operate as a variance or rescission of the said contract."

(Signed)

A. H. LINDER,
Commissioner for Adair County.

On the next day the bid of Livingston County was received. It was as follows⁵¹:

"To the Honorable Board of Regents of the State Normal Schools of Missouri:

"GENTLEMEN:

"The undersigned having been duly constituted and appointed by the County Court of Livingston County to make the offer of the said county for the establishment of the Normal School in the first Normal School district at the city of Chillingoche, hereby offer for and in behalf of the said county of Livingston, Sixty Thousand Dollars (\$60,000)."

"We are, gentlemen, with great respect,
Your obedient servants,"

(Signed)

J. B. BELL,
JOHN GRAVES,
EDWIN McKEE,
Agents for the County of Livingston, State of Missouri.

"In addition to the Sixty Thousand Dollars offered by the county as above set forth, the undersigned offer also, for and in behalf of the citizens of Chillicothe, city lots to the value of Forty Three Hundred Dollars (\$4300), and lands to the value of Thirteen Thousand Eight Hundred Dollars (\$13,800), the lots and lands having been duly subscribed for this purpose by the owners thereof.

"Also one block and a half of land in the center of the city of Chillicothe with seminary building thereon, in value Ten Thousand Dollars (\$10,000), and adapted for the Normal School until the permanent building can be erected and prepared for use, then can be sold and the proceeds applied to furnishing said permanent building or such other purpose as the Board may direct;

"Two blocks of land in the city of Chillicothe, distant two blocks from the public square, offered by the school board through the County Court of Livingston County, in value Five Thousand Dollars;

"The site of ten acres offered by J. H. Hammond, in value Seven Thousand Dollars (\$7,000), this site being the grove seen by the committee east of the residence of the said J. H. Hammond.

"We are, gentlemen, with great respect.

Your obedient servants,"

(Signed) .

J. H. HAMMOND,
J. B. BELL,
JOHN GRAVES,
EDWIN McKEE,
R. F. DUNN,
JAMES G. DOUGHERTY,
H. J. STEWART,
J. T. JOHNSON.

The rivalry between the two counties grew quite animated. Each was set upon having the school and each was determined to carry the matter into the courts if the Board decided in favor of the other. The Board was plainly informed by Mr. Hammond

of Chillicothe that his county would resist by legal process the location of the school at Kirksville, and it would base its resistance on the ground that the bid of Adair county was illegal by reason of the illegality of the election on the normal school bonds⁵².

Finally, after having considered the matter for three days, the board unanimously voted on December 29 to locate the First District State Normal School at Kirksville on the terms offered by Adair county, provided that the site of the school should be the ten acres adjoining the North Missouri Normal School grounds and belonging to Edward Parcels, to which a warranty deed should be made immediately, or, in default of such deed being made, the grounds offered by Morris and Richter⁵³.

The credit for securing the location of the school at Kirksville belongs according to the general consensus of opinion to Judges Sands and Linder, and W. H. Parcels, and of these three it was the last who played the important part at the critical point in the proceedings. When the Board met in Sedalia, three were known to be in favor of Kirksville and three in favor of Chillicothe. Though the influence of Mr. Parcels, the seventh member, Secretary of State Rodman, was induced to vote for Kirksville⁵⁴. This made the matter safe for Kirksville, and perhaps this explains why the vote was finally unanimous in its favor.

Among the various things transacted by the Board on December 30, the most important was the declaration that "the normal school for the first district be hereby declared established within the meaning of the law⁵⁵. This meant that the North Missouri Normal School was recognized as a state institution.

Before this action was taken President Baldwin sent to Governor McClurg his resignation as a member of the Board and then submitted a copy of the same to the Board. This was done because of an agreement that had been reached by that body at its meeting in Jefferson City early in the month, to the effect that no member of the Board should be eligible as a teacher in either of the schools until his resignation was accepted by the Governor⁵⁶.



JUDGE A. H. LINDER.



JUDGE JACOB SANDS.



HON. W. H. PARCELLS.

THE MEN WHO SECURED THE LOCATION OF THE SCHOOL AT KIRKSVILLE.

The Board then elected the following persons as the faculty of the school for the remainder of the current school year: J. Baldwin, Principal; J. M. Greenwood, W. P. Nason, S. M. Pickler, Miss Flora Gleason, and Mrs. Amanda Greenwood, teachers. The Principal was authorized to designate the services of each teacher⁵⁷.

Meanwhile the question of the Second District Normal School had been settled. Propositions had been received from Pettis, Johnson, and Franklin counties⁵⁸. The bid of Pettis county was finally adopted and the school for that district was again located at Sedalia⁵⁹. The school was destined, however, never to be established there. On April 27, 1871, the Board was induced to reconsider its action regarding the school, owing to the delay of Pettis county in meeting its part of the contract, and decided to locate the school at Warrensburg on the terms offered jointly by that city and Johnson county⁶⁰. The new public school building was leased for a year, and in this building the Second District State Normal School was first opened on May 10, 1871⁶¹.

The action of the Board in selecting Kirksville as the place for the First District School was not allowed to go unprotested. True to the threats of its representatives, Livingston county proceeded to take action against the Board. This action took the form of an attempt to get the Legislature to pass such legislation as would set aside the decision of the Board and deprive Kirksville of the school. The result was that a legislative committee composed of two Senators and three Representatives, was appointed to investigate the matter and report⁶².

The committee made a divided report. A majority report by Representatives Moore and Sloan, and two minority reports, one by Representative Buller and the other by Senator Benecke, were submitted. The majority report criticized the way in which the Board had located the schools and the manner in which it had organized the one for the first district. It stated that the Board should have accepted the bids that were on their face the best, and that it did not lie within the jurisdiction of the Board to inquire into the fact whether the bids made by the agents of the

various counties were authoritative and legal. Upon this basis the majority report concluded that the Board should have accepted the bids of Livingston and Johnson counties instead of Adair and Pettis, and that it had not complied with the intentions of the law in securing the most favorable locations in point of benefit for the state. This report further declared that the Board had exceeded its powers in organizing the school for the first district, and in drawing \$2500 from the State Treasury for the support of the same for the first six months before the new building offered by Adair county had been completed, and that the Treasurer should not pay anything more for the support of either of the schools until the provisions of the law concerning the fulfillment of the contracts had been fully met⁶³.

The minority report by Mr. Buller concurred in most of the facts related in the majority report, but differed on the point relating to the jurisdiction of the Board in looking beyond the agents of the various counties and inquiring into the legality of the bids they presented. On this basis he justified the action of the Board in declaring the bid of Johnson county as inadequate, and in adopting that of Pettis county, though it was his opinion that the Board would have done well to have postponed the location of the schools until Johnson county should have had time to have presented a legal bid⁶⁴.

The minority report of Senator Benecke was the most exhaustive. It favored the action of the Board in locating the first district school at Kirksville but had nothing to say regarding the location of the school at Sedalia. A full review of the whole matter from the legislation of March, 1870, up to the location of the schools in December of that year was given. Concerning the bid of Livingston county it was declared that it was not in legal form and could not have been considered by the Board. This decision was based upon the following facts.

First, the proposition to vote \$60,000 in bonds was submitted to the voters of Chillicothe township, for which there was no legal provision. The law of March 19, 1870, provided that counties

or towns might vote bonds, but made no provision for the voting of bonds by townships.

Second, the commissioners appointed by the Livingston county court to present its proposition to the Board, were appointed in vacation and not in the session of the court, and hence were not legally qualified to represent the county.

Third, the guarantee of the three citizens of Livingston county that the \$60,000 in bonds would bring \$42,000 was not adequate as the original proposition was without legal existence.

Fourth, the proposition to donate a block of public school land was without legal basis as there was no law authorizing such action.

Fifth, Livingston county had not followed the rules of the Board concerning the manner in which the bids should be submitted.

Throwing out from the proposed bid of Livingston county the item of \$60,000 in bonds which were valued at \$42,000, and the item of public school land which was valued at \$5,000, and granting that the remaining items were not over valued, the minority committee considered that the bid was valid to the extent of only \$35,100 and not \$82,100 as it purported to be. This estimate placed it below the cash bid of Adair County by \$14,900, to say nothing of the other items such as the \$8000 in Adair County bonds, the old school building and lots, and the new site.

Concerning the bid of Adair County it was reported that it was made in legal and proper form and that the items contained in it were adequate.

On the basis of these facts the minority committee concluded that the location of the school at Kirksville was legally made and was just and proper, and that the Legislature had no power to impair a contract entered into by the agents of the state and the authorized agents of Adair county⁶⁵.

There is no record of the adoption of any of these reports. They were presented on the closing day of the session and nothing is stated as to what was done with them.

While the matter was being investigated in the Legislature,

it was being discussed in the local papers of Adair and Livingston counties, and in the Missouri Democrat. "Sit Lux" wrote for Chillicothe, and "Lux" replied for Kirksville. The articles defending Kirksville emphasized on the one hand the illegality of Chillicothe's proposition and the lateness with which she began to work for the school, and on the other hand the legality of the bid of Adair county and the years in which she had been working to secure a normal school system for the state and a state normal school at Kirksville⁶⁶. The old residents of Adair and Livingston counties will probably recall the discussions that were brought on by this prolonged contest. Very few of the present generation are aware of the fact that such an interesting contest ever occurred.

SECTION IV.

THE FULFILLMENT OF THE ADAIR COUNTY CONTRACT.

According to the original proposition that was made by Adair county to the Board of Regents, the county agreed to give, among other things, a building or buildings, worth \$50,000, which should be erected according to such plans upon which the Board might agree⁶⁷. There was nothing in this proposition which definitely specified who should superintend the construction of the building or buildings. The county court, however, did not care to assume that responsibility, and it made itself clear on that point when the Board met to reconsider the location of the schools by sending in a letter explanatory of its original proposition in which it was stated that the court would raise \$50,000 in cash and turn the entire amount over to the Board to be used by that body in erecting the building or buildings⁶⁸. When the Board accepted the bid of the county the second time it did so with the understanding that it was to construct the building. In doing this it relieved the county court from any responsibility in connection with the building and saved it from the very annoying complications which arose over the erection of the same.

After these arrangements had been made with the Board,

the county court next undertook to raise the funds necessary to fulfill its part of the contract. It appointed Mr. W. T. Baird as special commissioner to negotiate \$60,000 of Adair county bonds in St. Louis on such terms as would realize at least \$50,000⁶⁹. Owing to illness Mr. Baird was prevented from accomplishing the task by the time he was to report, whereupon the court commissioned Judge Sands, Presiding Justice of the Court, to do the work⁷⁰. On going to St. Louis, Judge Sands succeeded in getting propositions from two banking firms, Bartholow, Lewis & Co. and Taussig, Gemp & Co. Of these propositions the court decided to accept the one made by Taussig, Gemp & Co⁷¹. Very shortly afterwards the court was informed by this firm that it could not keep its contract, claiming that the election on the normal school bonds was illegal owing to the indefiniteness of the proposition which was submitted. The court then turned to the proposition which had been made by Bartholow, Lewis & Co., who had agreed to guarantee the sale of Adair county bonds bearing ten per cent interest at the rate of eighty-five cents on the dollar. They had also agreed to advance sums of money not to exceed \$10,000 a month in case the bonds were not sold fast enough to meet the payments required for the erection of the building. On May 3, 1871, the court ordered that this proposition should be accepted⁷². Whereupon sixty-two bonds of \$1000 each were issued⁷³. Of the amount realized from the sale of these bonds, the Board of Regents received \$51,400⁷⁴. This amount was used solely for the construction of the new building.

Meanwhile the county fulfilled its promises to issue bonds to the amount of \$8000, the proceeds of which were to be used in fencing and beautifying the grounds of the school and in equipping it with a library and scientific apparatus. In March, 1871, these bonds were issued⁷⁵, and at its session in May the court ratified their issuance⁷⁶. The amount received by the Board from the sale of these bonds was \$4840. The bonds sold from sixty to sixty-one cents on the dollar⁷⁷.

In addition to the bonds mentioned above, the county issued others to the amount of \$8000 in favor of the several members of

the North Missouri Normal School Association in payment for the old site and building, including the furniture and apparatus, of the school. This was done in accordance with the terms of the bid which had been made by the county for the location of the State Normal School. The Trustees of the Association transferred the above property to the Board of Regents on January 3, 1871⁷⁸, and the bonds were issued to the stock holders in the Association on March 1⁷⁹. The building and the lots were sold by the Board on September 4, 1873, the amount realized from the sale being a little less than \$1600⁸⁰. What little there was of furniture and apparatus had already been transferred to the new building.

From the above facts the following table concerning the Adair county bonds may be drawn up:

PURPOSE OF THE BONDS	AMOUNT OF THE BONDS	AMOUNT REALIZED BY THE SCHOOL FROM THE BONDS
For New Building	\$62,000	\$51,400
For improving grounds, etc.	8,000	4,840
For purchase of old grounds, etc.	8,000	1,600
Total,	<hr/> \$78,000	<hr/> \$57,840

Counting the interest paid by the county on these bonds, the actual amount expended by it was considerably more than is shown by the above table.

NOTES.

1. Senate Journal, 1858-59, p. 291.
2. Ibid, p. 430.
3. Senate Journal, 1859-60, pp. 18, 122, 179, 183, and 217.
4. House Journal, 1867, p. 244.
5. House Journal, 1867, p. 254.
6. Senate Journal, 1869, p. 137.
7. House Journal, 1869, p. 256.
8. From a copy of the engrossed bill in the archives of the school.
9. Senate Journal, 1869, p. 461.
10. House Journal, 1870, pp. 299-301.
11. House Journal, 1870, pp. 432, 438-9, 443.

12. House Journal, 1870, pp. 444, 449.
13. Ibid, p. 451.
14. Ibid, p. 486; Laws of Missouri, 1870, pp. 134-6.
15. Senate Journal, 1870, pp. 551-2.
16. House Journal, 1870, p. 904.
17. Ibid, p. 1123.
18. Laws of Missouri, 1874, pp. 143-4.
19. Laws of Missouri, 1873, pp. 79-81.
20. See the chapter on "The Regents."
21. Laws of Missouri, 1870, p. 136.
22. Laws of Missouri, 1887, p. 269.
23. See the chapter on "The Certification of the State Normal School Graduates."
24. Adair County Court Records, B, p. 16.
25. Kirksville, Tribune, Aug. 25, 1870.
26. Kirksville Tribune, Sept. 1, and Sept. 8, 1870.
27. Kirksville Tribune, August 25, 1870.
28. Adair County Court Records, B, p. 35.
29. Kirksville Tribune, Sept. 15, 1870.
30. North Missouri Register, Nov. 17, 1870.
31. Adair County Court Records, B, p. 35.
32. Adair County Court Records, B, p. 35. It should be noted here that at this time the county court was composed of three Justices instead of one as had been the case when the proposition to vote an issue of bonds had been submitted to the people. The Justices were Jacob Sands, A. H. Linder, and A. M. Gregg.
33. Transcript from Minutes of Regents, 1870-73, p. 1.
34. Ibid, pp. 2-3; Adair County Court Records, B, p. 83. A copy of the bid is given here in full because there is so much misunderstanding about it.
35. Transcript from Minutes of Regents, 1870-73, pp. 3-4.
36. Ibid, pp. 4-5.
37. Ibid, p. 5.
38. Ibid, pp. 5-6.
39. Ibid, pp. 6-7.
40. Ibid, pp. 6-8.
41. Ibid, p. 7.
42. Ibid, pp. 8-9.
43. Ibid, p. 9.
44. Ibid, p. 9.
45. Ibid, p. 13.
46. Ibid, pp. 16-17.
47. Ibid, p. 18.

48. Ibid, pp. 18-19.
49. Ibid, p. 19.
50. Ibid, pp. 19-21. The bid is given in full because so much misunderstanding about it prevails.
51. Ibid, pp. 21-23; Adair County Court Records, B, pp. 91-2.
52. Transcript from Minutes of Regents, 1870-73, pp. 24-25.
53. Ibid, p. 25.
54. North Missouri Register, Oct. 31, 1872.
55. Transcript from Minutes of Regents, 1870-73, p. 27.
56. Ibid, p. 10.
57. Ibid, pp. 30-31.
58. Ibid, p. 34.
59. Ibid, p. 26.
60. House Journal, 1871-72, pp. 855-860.
61. Catalogue, State Normal School, Warrensburg, 1871-72, pp. 14-15.
62. Laws of Missouri, 1871, p. 202.
63. House Journal, 1871, pp. 744-746.
64. House Journal, 1871, pp. 746-7.
65. House Journal, 1871, pp. 747-757; North Missouri Register, April 27, 1871.
66. North Missouri Register, Feb. 2, and 16, 1871.
67. Transcript from Minutes of Regents, 1870-73, p. 2; Adair County Court Records, B, p. 83.
68. MS. Letter from A. H. Linder to Board of Regents, dated December 29, 1870, in the archives of the school.
69. Adair County Court Records, B, p. 115.
70. Ibid, p. 154.
71. Ibid, p. 156.
72. Ibid, pp. 171-2.
73. Adair County Bond Register, Vol. I, pp. 10 ff.
74. Report of the Treasurer of Board of Regents, June 20, 1872.
75. Adair County Bond Register, Vol. I, pp. 5 ff.
76. Adair County Court Records, B, p. 176.
77. Report of Treasurer of Board of Regents, June 20, 1872 and Dec. 21, 1873.
78. Transcript from Minutes of Regents, 1870-73, pp. 42-44.
79. Adair County Bond Register, Vol. I, pp. 1-5.
80. Transcript from Minutes of Regents, 1870-73, pp. 100-1.

CHAPTER IV.

THE NEW HOME OF THE SCHOOL.

SECTION I.

THE SELECTION OF THE SITE.

During the meeting of the Board in Sedalia late in December, some attention was given to the sites of the new buildings that were to be erected for the two schools. At least four proposed sites for the school at Kirksville were submitted to the Board: first, ten acres belonging to Edward Parcels and adjoining the North Missouri Normal School¹; second, fifteen acres belonging to Morris and Richter, the present site of the school²; third, fifteen acres belonging to Dodson and Richter and lying between the present site of the school and the Wabash railroad³; fourth, twenty acres belonging to John Porter and lying about a mile north of the square near the end of Franklin street.

The people in Kirksville were divided on the proposed sites. A great many, especially those connected with the school, favored the Parcels tract which adjoined the normal school property that the county had offered to secure and donate to the state. If this tract should be selected, the old building could be utilized, as President Baldwin had long planned, for model school purposes. Moreover it was within the corporation limits and most of the town lay out in that direction. Others were greatly interested in having the new school building located on the tracts offered either by Morris and Richter or by Dodson and Richter. Naturally enough those who had property in the south part of town or south of town, were especially desirous in the matter. So interested were some in the proposition made by Dodson and Richter that they subscribed the sum of \$840 to be paid to the Board of Regents to be used for school purposes if this proposition should be accepted⁴.

On December 22, 1870, the Board held a meeting in Kirks-

ville according to arrangements that had been previously made⁵, and inspected these proposed sites and the school itself. At the meeting in Sedalia during the Christmas holidays, the question of a site was soon narrowed down to two tracts, the Parcels and the Morris and Richter tracts. The Porter and the Dodson and Richter propositions were rejected, the one because the tract was too far out of town, and the other because the ground offered was considered too low and poorly situated. The decision was finally reached in favor of the Parcels tract provided a warranty deed to it should be made at once, in default of which the site should be the fifteen acres offered by Morris and Richter⁶.

The above action of the Board was equivalent to selecting the Morris and Richter tract, for at that time a suit was pending against the land owned by Parcels which prevented a clear deed from being made to the ten acres that were offered⁷. After waiting for nearly three months to give an opportunity for the transfer of the land owned by Parcels, the Board decided on March 18, 1871, to accept the land offered by Richter and Morris. At that time this land lay outside the limits of the town and was used as a part of a corn field. A ravine ran through the field from east to west. By building a dam across it near the western edge of the campus, the present pond was made.

SECTION II.

THE CONSTRUCTION AND DEDICATION OF THE BUILDING.

As soon as the question of the location of the two schools had been decided, the Board selected architects and appointed committees on architecture. Randolph Brothers of St. Louis were appointed as architects for the building at Kirksville, and Walsh and Jungenfield for the one at Sedalia⁸. These architects were directed to visit the sites of the two schools and prepare plans and sketches. On February 1, 1871, they laid their plans before the Board⁹. After investigating the plans for several days, the Board decided to empower the building committee for the First District which was composed of Messrs. Neeley and Barrow,

to accepted the perfected plans for the Kirksville building, to advertise for and receive bids, and to refer them to the Board at its next meeting¹⁰.

On April 26, 1871, the Board met to consider the bids that had been received from ten different contracting firms. The one made by Griffith and Edwards of Macon, Missouri, was accepted. The contract price for the erection of the building was \$51,400¹¹.

Randolph Brothers were then appointed architectural superintendents of the building, and the building committee of the First District was authorized to have general supervision of the erection of the building¹².

Ground was broken for the foundation on the afternoon of May 17, 1871. The event was attended with a good deal of ceremony. A large crowd, composed of students who had come in a body from the school, and of citizens of the town, gathered at one o'clock at the spot where the new building was to be erected. The crowd formed a hollow square around a space equal to about one half of the foundation area. The exercises of the hour began with a few remarks by Professor Greenwood, in the course of which he referred to the time when the building would be completed, and men and women would leave it prepared for life. Professor Nason offered prayer. President Baldwin then lifted the first shovelful of earth. This shovelful was placed in a box which had been brought by Mr. J. A. Richter in which he proposed to plant a rose bush which, as he said, he hoped would "bloom with the fragrance of magnolias and be fairer than the flowers of early girlhood." Others participated in shoveling earth. After a few remarks by President Baldwin, the benediction was pronounced by the Reverend J. A. Headington¹³.

The laying of the corner stone on September 6, was made the occasion of very extensive ceremonies and a general celebration. For some weeks the preparations for the event were going on. Two weeks before the time, the following notice appeared in one of the Kirksville papers¹⁴:

"CORNER STONE LAYING,**September 6, 1871.****BASKET DINNER IN THE GROVE**

Let every body get ready and
have their baskets filled for the
occasion.

Programme next week."

Apparently nothing was left undone to make the event a grand success. Fortunately the weather made it possible to carry out the plans as they had been arranged. The verdict of the press was that the day was "the grandest in the history of Kirksville".

At an early hour people began to arrive from all parts of the country in carriages, wagons, and on horse back. Many came by railroad. An excursion train from Macon arrived at 9:30 bringing a large crowd from points south. The regular train from the south brought a special car from St. Louis which was filled with "dignitaries" who were to take part in the exercises, and other prominent visitors. The regular train from the north brought also its quota of visitors. The crowd that finally assembled was estimated at 5000 to 8000.

At 9:30 the different orders that were to participate in the exercises, assembled in their halls; at 10:00 the people repaired to Wilson's Grove, which stood between what is now called the City Park and the Square; and at 10:30, the procession started from the grove to the new normal school grounds. The order of the procession was as follows:

Kirksville Cornet Band.

Normal School Faculty and Students.

Good Templars; Fairview, Pleasant Ridge, Troy Mills, and Perseverance Lodges.

Bloomfield (Iowa) Band.

Knights Templars.

Masonic Lodges: Macon, Callao, Bucklin, Atlanta, LaPlata,

Milan, Unionville, Greencastle, Paulville, Novelty, Queen City, Coatesville, McGee College, Bloomfield, Kirksville; Occidental, Pride of the West, Polar Star, and Missouri No. 1 of St. Louis.

Citizens on foot, horseback, and in carriages.

The procession was a half mile in length. It proceeded to the grounds along the following line of march; starting from Wilson's Grove it turned east on Harrison street to Mulanix, thence south on Mulanix to Washington, west on Washington to Franklin, south on Franklin to Pierce, east on Pierce to High, south on High to the grounds.

The proceedings at the grounds were as follows:

Marshal of the Day John L. Porter called the Assembly to order. In the absence of Superintendent Neeley, President of the Board of Regents, President Baldwin acted as Master of Ceremonies. Grand Master Garrett spoke briefly stating the object of the gathering. Grand Chaplain Eagan offered prayer, and Grand Treasurer Ellis deposited within the niche in the corner stone a metal box which contained the following articles:

The Holy Bible.

Proceedings of the Grand Lodge of A. F. and A. M. of Missouri for 1870.

Constitution and By-Laws of the same.

By-Laws of the Kirksville Lodge, No. 105.

List of officers and members of the same.

Catalogues of the Normal School and of McGee College.

List of State, County, and City Officials.

List of Board of Regents and of Normal School Faculty.

College Mound Record, North Missouri Register, Dollar Journal, and Missouri Republican.

While the band played Pleyel's Hymn, the stone was lowered to its place. After it was placed, "the corn of nourishment, the wine of joy and gladness, and the oil of peace were poured upon its upper surface."

The officers of the day were:

Thomas E. Garrett, Grand Master.

J. W. Luke, Deputy Master.

W. T. Baird, Senior Grand Warden.
D. N. Burgoyne, Junior Grand Warden.
S. L. Ellis, Grand Treasurer.
G. N. Sharp, Grand Secretary.
H. W. Eagan, Grand Chaplain.
G. W. Sharp, Assistant Chaplain.
M. Randolph, Grand Architect.
John L. Porter, Grand Marshal.

On the conclusion of the exercises at the normal school grounds, the procession returned to Wilson's Grove where the basket dinner which the good housewives had prepared, was served.

After dinner a number of addresses were delivered. Among those who spoke were President Baldwin, Grand Master Garrett, State Superintendent Monteith, Professor Guthrie of McGee College, and Colonel Norman J. Colman of the Rural World. Professor Clark of Jefferson City was to have made an address, but declined owing to the lateness of the hour. The exercises were closed by the adoption of a set of resolutions offered by President Baldwin, in which thanks were extended to those who had aided in the ceremonies of the day, those who had delivered addresses, and the railroads for their accommodations¹⁵.

The day has remained a memorable one in the lives of those who participated in its festivities, and it is yet spoken of by them with a great deal of pleasure.

Following the laying of the corner stone, the work on the building progressed rapidly. By the close of October the building was said to have "assumed attractive proportions," and great crowds of people went out to view it on Sundays¹⁶. The general opinion was at that time that the building would be completed and ready for occupation in a few more months. But by the close of the year it became apparent to all that it would be some time before it would be finished. The reasons for this delay are as follows.

The contract made between the Board and Griffith and Edwards provided only for the enclosure of the building. Nothing

was said in the contract about painting, plastering, heating, black boards, etc. According to it the contractors had engaged to do nothing more than put in the foundation, erect the walls, and put on the roof. On their part and that of the architects there was no misunderstanding as to what should be done, but on the part of some of the Board of Regents there was a good deal of misunderstanding. By them it was thought that the contract provided for a completed building ready for school use; it was not until after the work had been under way for some months that they found out just what was in the contract. There were, however, two members on the Board at the time when the contract was let who understood what was included in it; they were B. G. Barrow and E. B. Neeley. In a letter to Mr. Randolph, the architect, dated December 23, 1871, Judge Barrow set forth the case stating that, just before issuing the notice calling for bids for the erection of the building, he and Superintendent Neeley called upon the architects and had an understanding that the bids should be only for enclosing the building, and that later bids for finishing it should be called for. Several reasons were given for this procedure, the chief one being that the expense would be much less when the work was done in separate contracts at different times than when it was done under one contract. The advertisements therefore called for bids for an enclosed and not for a completed building. Superintendent Neeley concurred in these statements in a note appended to Judge Barrow's letter¹⁷.

Notwithstanding this, the Board, at its meeting of February 1, 1872, declared that the architects had assured them that the plans which had been adopted were for a building which was to cost not more than \$50,000, and that the bids were for a completed building. It therefore ordered that no additional amount should be paid to the architects until it could be ascertained what would be the cost of the completed building¹⁸. For a long time the Board and the architects disagreed on the payment of the commission claimed by the latter.

The position of the Board was indeed an embarrassing one.

If it had clearly understood that the contract provided only for the enclosure of the building, how was it to complete it when the contract price for this work was equal to the amount received from the county? If it had misunderstood the contract who was to blame but it for the misunderstanding? There was nothing for it to do but to appeal to the Legislature for a sufficient amount to complete the building. As it happened the building for the Second District School at Warrensburg was also unfinished, and funds were lacking to complete it. The Legislature had therefore two unfinished buildings on hands. It proceeded to get at the matter by appointing in January, 1872, a joint committee to investigate the matter and make a report¹⁹.

The committee made a thorough investigation of affairs both at Warrensburg and at Kirksville. On March 15, 1872, it made its report.

Concerning the school at Warrensburg, it reported that the Board of Regents had contracted with Johnson County to locate the Normal School for the Second District at Warrensburg on conditions that the county should provide a site of twenty acres and erect within eighteen months a building thereon of the cash value of \$200,000; that Warrensburg had voted to subscribe \$100,000 in bonds to aid the county in the construction of the building, but that the bonds had not been sold owing to the fact that their legality had been questioned; that the completion of the building would require \$100,000, the amount that Warrensburg had voted to subscribe. In view of these facts the committee recommended that the Legislature pass an act authorizing towns to vote bonds to aid in the construction of normal schools, and submitted a bill which provided for the same²⁰. This bill was approved on March 30, 1872²¹.

Concerning the building at Kirksville the committee reported at some length the contract between Adair county and the Board of Regents regarding the location of the school and the erection of the building. It laid the blame for the condition of things upon the Board. In the first place it held that the act establishing the normal school system in the state, contemplated that the

counties, in which the schools should be located, should erect the buildings, and that the Board of Regents had not acted in accordance with the law in requiring Adair county to pay over to it the entire amount of the subscription and to give to it the management of the construction of the building. In the second place, it held that the Board had been negligent in letting the contract for the building. This negligence was exemplified in the misunderstanding as to what the plans, specifications, and contract had called for. Although these had called for only an enclosed building, only a few of the Board understood them so, while the majority thought they provided for a completed building. The committee attributed this misunderstanding of the greater number of the Board to the deceptive and misleading methods used by the architect in explaining the plans and specifications submitted by him. But in doing this, it did not excuse the Board of negligence in the matter.

The committee considered that the contract price was only a fair compensation for the work that had been done, and that the contractors had performed their obligations faithfully.

It further considered that Adair county had fulfilled all the conditions of her contract, and that by the action of the Board of Regents, the incompleted building for which the county had furnished the means, was the property of the state.

In view of all these facts the committee felt that it was nothing but simple justice to Adair county for the state to complete the building thus begun, and to this end recommended that an appropriation of \$50,000 should be made.

In concluding its report the committee spoke of the visit which it paid to the school in its old quarters and of the favorable impression that the school, crowded as it was, had made upon the members²².

In conformity with its recommendation the committee caused to be introduced a bill providing for an appropriation of \$50,000 for the completion of the building at Kirksville, and for a commission, consisting of Jas. M. DeFrance, J. W. DeReamer, and A. J. Knight, to supervise the expenditure of the money and the

execution of the work. The commission was provided for in order that the Board of Regents might not be given another opportunity to make any more errors in regard to the matter.

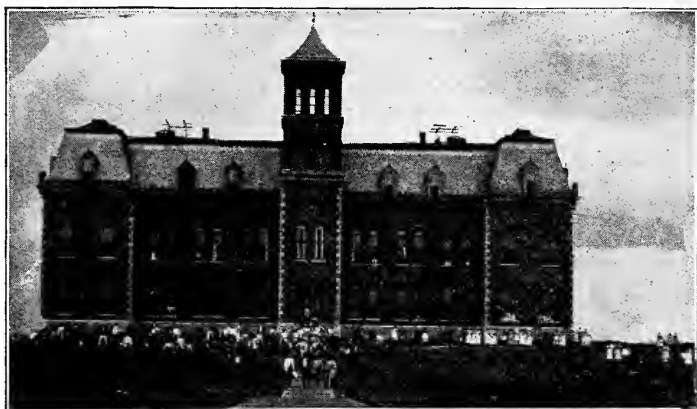
The bill met with some considerable opposition. Some said that Adair county was under obligations to furnish a completed building and that the additional expense necessary to complete the one begun, should be borne by the county. Senator Browne made a speech in the Senate in which he successfully refuted this argument. He showed that the county had fulfilled every item of its proposition, and had legally released itself from any obligation to attend to the erection of the building by having arranged with the Board of Regents to place in its hands \$51,400 in cash which it was to use in erecting a building. He further showed that it was the fault of the Board that the contract did not provide for a completed building. He concluded by saying there was nothing for the Legislature to do but appropriate the amount necessary to complete the structure²³. Towards the close of the session the bill which had been introduced by the investigating committee was passed, and the completion of the building was thus assured²⁴.

The commissioners who had been appointed by the Legislature to supervise the completion of the building, decided to let the contract for the completion of the building itself first, and then later to let the contracts for furnishing it with heating apparatus, desks, gas fixtures, book cases, etc. On June 3, 1872, the first of these contracts was let to Sullivan and Dodds for \$24,568²⁵. The other contracts, amounting to \$24,709.22, were let in August²⁶. Owing to a severe storm on June 7, which tore away the timbers of the roof, Griffith and Edwards were delayed in completing the work they had contracted to do²⁷, and hence it was not until August that Sullivan & Dodds could begin upon their contract²⁸.

During the year it had been planned to have the building dedicated on the evening of December 26, and the State Teachers' Association was invited to hold its annual session in Kirksville at that time and assist in these dedicatory exercises. Early in

December the speakers for the occasion were announced and an invitation was issued to all to come and "witness the grand consummation of this great enterprise"²⁹. It seems not to have been realized until just a few days before the date that had been set for the dedication, that the building would not be sufficiently complete to permit of that. Not only was the dedication postponed, but the sessions of the Teachers' Association which were to have been held in the new building, were held in the Masonic Hall³⁰.

When the work on the building was almost completed, a



THE FIRST DISTRICT STATE NORMAL SCHOOL.

(Taken from an old photograph made a few months after its completion.)

"grand ball" in the chapel was arranged for the evening of January 13 by Mr. Dodd, one of the contractors. A large crowd of people, young and old, from Kirksville and Macon was present, and it was reported that the many church members and deacons present enjoyed looking on the dance, and that some of them looked "kind of wishful"³¹.

On Thursday, January 16, 1873, the building was occupied by the school. It was not entirely completed but the chapel and enough recitation rooms had been finished to enable the school to use it. The students marched in a body from the old build-

ing to the new one, the boys and the girls marching together in a double line. There were no sidewalks and the streets were covered with ice, causing many to fall down, much to the amusement of all. The moving to the new building was a most important event in the lives of those who were in school at the time, and it is yet recalled by them with a great deal of delight.

Very little was done the day the new building was occupied except to drill the students in the use of the desks and in retiring from the building. Lack of coal is assigned as the main reason for having no teaching on that day³². One almost feels like saying that the occasion itself would have justified a suspension of duties.

The building was dedicated on February 13, 1873³³. The exercises were attended by a great crowd of students and people from Kirksville and many from other places. The crowd was estimated to be at least one thousand.

On the platforms that stood on either side of the west entrance of the chapel were seated the special guests of the school. Among them were most of the members of the Legislative Committee on Education, State Superintendent Monteith, Dr. R. D. Shannon, the Members of the Board of Regents, the Faculty, and many prominent people of Kirksville, including Senator Browne and Representative Hooper.

The program of the exercises was as follows:

Music—Miss Guipe.

Song—Joy to the World.

Dedicatory Prayer—Professor Nason.

Dedicatory Address—Dr. R. D. Shannon.

Music—Mrs. Blackman.

Address—President Johonnot, (read by Miss Cumings).

Music—Professor Aspinwall.

Vocal Solo—

Presentation of Bible from the American Bible Society—
Rev. J. S. Boyd.

Address—The Value of the Normal School—Superintendent Monteith.

Music—Mrs. Blackman.

Short Addresses by Representative Hooper, Judge Barrow, President Baldwin and Senator Palmer.

Doxology and Benediction.

The dedicatory address was to have been given by Governor Woodson. Finding it impossible to attend he sent his private secretary, Dr. Shannon, who not only represented him but delivered the address.

During the exercises President Baldwin took occasion to remark that it was just six years ago that evening that he had made his first address in Kirksville in which he asserted that if the people would give his school the proper encouragement it would become a credit to the state. It was indeed a proud moment in the life of President Baldwin when he stood before the people of Kirksville and pointed to the fulfillment of his prophecy.

The building troubles did not cease with the dedication. Very shortly after the building was occupied it appeared that the roofing and guttering which had been put on by Griffith & Edwards were worthless. All during the year 1873, the Board wrestled with the matter. The roof was what was called a composition roof, and the gutters were so constructed that they were lower on the inside than on the outside, and the falling pieces of slate cut the gutters and let the water run down the walls³⁴. The plastering on the ceiling and walls dropped off, the walls became damp and the foundation began to sink in places³⁵. The Board of Regents notified the original contractors to put things in proper condition, but evidently these contractors did not comply, as we find a record of two contracts with Oxley & Co. of St. Louis which had been let by the Board, one for reroofing the building at \$2,287, and the other for reguttering the building at \$1,330³⁶. There was some talk of a suit against Griffith and Edwards on their contract³⁷, but there is no record that it was ever brought.

The guttering work was accepted by the Board on June 26, 1873, as being satisfactory³⁸. The new tin roof was finished in September. After all the trouble that had been endured in getting

it on, we are surprised to find it stated that the roof was tested a few days after it was completed, and that the leakage was found to be worse than even before³⁹. How it was finally remedied is not known, but matters appear to have been satisfactory by December of that year⁴⁰.

As far as is known this closed the long drawn out series of troubles that arose over the construction of the building.

NOTES.

1. Transcript from Minutes of Regents, 1870-73, p. 25.
2. Ibid.
3. MS. proposition from Dodson and Richter in the archives of the school.
4. MS. subscription list in the archives of the school.
5. North Missouri Register, Dec. 22, 1870; Transcript from Minutes of Regents, 1870-73, pp. 10-11.
6. Transcript from Minutes of Regents, 1870-73, p. 25.
7. This suit is one of the most famous of the State. The land in the case had formerly belonged to Uriah Skinner. After his death, his widow married Henry Johnson; they brought suit against E. W. Parcels for dower interest. Proceedings began in May, 1870 and continued for four or five years, finally reaching the Supreme Court of the United States. The Supreme Court of Missouri decided for the plaintiff. The defendant appealed to the Supreme Court of the U. S. The case was dropped here through a compromise.
8. Transcript from Minutes of Regents, 1870-73, p. 27.
9. Ibid, p. 36.
10. Ibid, p. 39.
11. Transcript from Minutes of Regents, 1870-73, p. 49; House Journal, 1871-72, pp. 855-60.
12. Transcript from Minutes of Regents, 1870-73, p. 50.
13. North Missouri Register, May 18, 1871.
14. North Missouri Register, Aug. 17, 1871.
15. North Missouri Register, July 24, Aug. 17, 24, 31, Sept. 7, 14, 21, 1871.
16. Ibid, Oct. 26, 1871.
17. Letter of Judge Barrow with appended note by Superintendent Neeley is in the archives of the school.
18. Transcript from Minutes of Regents, 1870-73, p. 57.
19. North Missouri Register, Feb. 1, 1872.
20. House Journal, 1871-72, pp. 855-860.
21. Laws of Missouri, 1872, p. 150.
22. House Journal, 1871-72, pp. 855-860.

23. North Missouri Register, April 18, 1872.
24. Laws of Missouri, 1872, pp. 157-159.
25. North Missouri Register, June 6, 1872.
26. Ibid, Aug. 29, 1872.
27. Ibid, June 14, 1872.
28. North Missouri Register. Aug. 8, 1872.
29. Ibid, Dec. 5 and 12, 1872.
30. Ibid, Dec. 26, 1872, Jan. 2, Feb. 13, 1873.
31. Ibid, Jan. 16, 1873.
32. Ibid, Jan. 23, 1873.
33. Ibid, Feb. 20, 1873.
34. Transcript from Minutes of Regents, 1870-73, pp. 69-70.
35. Ibid, p. 66
36. Ibid, pp. 67, 76, 77, 95-106.
37. Ibid, p. 78.
38. Ibid, p. 82.
39. North Missouri Register, Sept. 18, 1873.
40. Transcript from Minutes of Regents, 1870-73, p. 106.

CHAPTER V.

OPPOSITION TO THE STATE NORMAL SCHOOL SYSTEM SINCE ITS ADOPTION.

The adoption of a normal school system by the state in 1870 by no means put an end to the forces that had opposed the passage of that act. A long and hard fight had been necessary in order to establish the system; something of a struggle has been necessary to maintain it. Time and again serious efforts have been made to abolish the State Normal Schools, and oftentimes they were such as to cause some uneasiness on the part of the friends of the schools. Let us see what some of these efforts were and what prompted them.

Most of the opposition to the State Normal Schools has culminated in attempts to get the Legislature to pass acts which would either abolish them as state institutions or would take from them certain advantages which had been conferred upon them by the state.

In attempting to secure their abolition, the usual method was to have introduced in the Legislature measures providing for the cessation of state appropriations for their support, and for the relinquishment of the state's interest in the property of these schools to the counties in which they were situated. Measures embodying either or both of these provisions were introduced in the sessions of 1871¹, 1874², 1875³, 1877⁴, 1879⁵, 1881⁶, and 1883⁷. Since 1883 only one such measure has been introduced, and that was in 1895⁸. It will be noted that most of the efforts to abolish completely the State Normal Schools were made within the first ten years of their existence, a period when they should have received unanimous support, if for no other reason than to enable them to show by trial whether their existence contributed anything to the improvement of the public schools or not. In fact opposition to the system showed itself in the very next session

of the Legislature following that of 1870 at which time it had been adopted. That opposition came in the form of a bill introduced by Senator Reed providing for the cutting off of state support to the State Normal Schools⁹. At the time that bill was introduced the First District School had been in operation as a state institution just two months, and the Second District School had not been definitely located. Following this effort made in 1871, attempts to bring about the abolition of the system were made in every regular session of the Legislature until 1883, except that of 1873.

The present constitution of the state, which was adopted in 1875, contains no specific provisions for the maintenance of a state normal school system. It makes provision, however, for the support of "the State University, now established, with its present departments" (Article XI, Section 5), and inasmuch as the Normal Department of the University was already established when the constitution was adopted in 1875, the state is constitutionally bound to give support to at least that part of the normal school system which is connected with the University. But there is nothing in this provision concerning the University which binds the state to support the normal schools that are separate from the University, though an effort to construe it differently has been made¹⁰. The State Normal Schools are based merely upon statutory enactments, and may be legally abolished at any session of the Legislature. Doubtless this has had much to do with the efforts to get the Legislature to make way with them.

From 1883 to 1895 the question of abolishing the State Normal Schools seemed to have been laid aside as far as legislative action was concerned. In 1895 the attacks were renewed, and barring the one nominal effort made in that year to get the Legislature to abolish the state normal school system, the opposition began to express itself in a new form. Instead of attempts to abolish the system, attacks were now made against the certification laws which had been passed in 1887¹¹ and 1889¹². According to these laws, the state normal school diploma, conferred on the comple-

tion of the four years' course, entitled the holder to teach in the public schools of the state without further examination, and the graded certificate, granted on the completion of the two years' course, entitled the holder to teach the branches named therein for two years without examination. These laws gave to the State Normal Schools certain advantages which shortly became the object of attack on the part of a large number of people.

Attacks upon these certification laws began to be made in the Legislature in 1895¹³, and were repeated in 1897¹⁴, 1899¹⁵, 1901¹⁶, and 1905¹⁷. They took the form of a measure either to repeal the certification laws altogether or to extend them so as to make the diplomas of other institutions state certificates.

The attacks made in 1895 and 1905 were the most serious. In 1895, through the activity of the private normal schools in the state, a bill which provided for the repeal of the above certification laws, was passed by the Senate. It was only through the most strenuous efforts that it was defeated in the House. The attacks made upon these laws in the sessions of 1897, 1899, and 1901 were annoying but not dangerous. The effort made in the session of 1905 came nearest of all to success. What was known as the Whittaker Bill which proposed to give to the colleges of high grade in the state the power to grant unlimited state teachers certificates, and to first class high schools and academies the right to grant limited state teachers certificates, succeeded in passing the House with very little of opposition and the Senate with none at all. This was the first of the bills affecting the certification laws to pass both houses at the same session. It was therefore a critical moment, not so much for the State Normal Schools as for the public school system in general in the state. Happily Governor Folk very promptly vetoed the bill, giving as his main reasons for so doing the injustice that would be done to the Normal Department of the University and to the State Normal Schools in permitting schools of low rank over which the state could have no control, to issue certificates, and the great injury that would come to the public schools of the state in having ill-prepared teachers licensed by irresponsible institutions¹⁸.

Opposition to the State Normal Schools has been of various kinds, all the way from that which sought to abolish them completely to that which has attempted to interfere in their field of work. Out of the great variety of opponents, the following classes are fairly well defined:

1. There are those who have opposed any form of education that is maintained at public expense, including even the common schools. Surprising as it may seem to the present generation, it is a well established fact that not more than thirty years ago the public school system was decidedly unpopular with a very large and influential class in the state. Naturally this element was decidedly opposed to the State Normal Schools and the State University. Happily the public school system is not unpopular today excepting among some supporters of the surviving private academies and among certain religious sects that prefer to maintain their parochial schools instead of patronizing the common schools. Opposition to the public schools, whatever its form may be, still carries with it opposition to the State Normal Schools.

2. There are those who, while supporting the public school system, have been opposed to expenditure of any money by the state for any educational institution above the common schools. This means that they were opposed not only to the State Normal Schools but also to the State University.

Some in this class have been opposed to the normal school system on the ground that professional schools for teachers are unnecessary. Others who concede that professional training is necessary to successful teaching in the public schools, contend that it is not the business of the state to provide this training. Those holding to this view have usually been friends of the private schools of the state, particularly the private normal schools and the denominational schools. The supporters of the private normal schools were very active in trying to get the Legislature to repeal the acts which made the State Normal School diploma and certificate licenses to teach. Until recently they have been vigorous opponents of the State Normal Schools, but at the present they are inclined to be rather friendly. Some of the friends of

the denominational schools have at times been against the State Normal Schools, and the University also, charging them with spreading infidelity among the students¹⁹. Such charges are due to a lack of information or a misunderstanding of the actual condition of things. Of course every friend of the denominational school has not been an enemy of the State Normal Schools; some very strong supporters of the state normal school system have been and are vitally connected with the denominational schools²⁰.

3. There are those who have looked upon the State Normal Schools, and the University as well, as local institutions receiving large appropriations from the state's revenue and benefiting chiefly those of the communities in which they are established. The report of the Legislative Committee of 1889 illustrates the feeling of this class. Among other things that committee reported that a very large per cent of the students of the University and the State Normal Schools came from the towns and counties in which they were severally located. In support of this statement, it submitted the following table²¹:

Students attending the University:

From Boone County.....	125
From other counties.....	421
Total	546

Students attending the Kirksville Normal School:

From Adair County.....	114
From other counties.....	224
Total,	338

Students attending the Warrensburg Normal School:

From Johnson County.....	303
From other counties.....	227
Total,	530

Students attending the Cape Girardeau Normal School:

From Cape Girardeau County.....	113
From other counties.....	158
Total,	271

In complaining against this condition of affairs, the Legislative Committee was voicing the sentiments of a large element in the state that considered that the communities in which these institutions were located were unduly favored at the expense of

the other communities. In justice to the institutions and the communities in which they are located, allowance should have been made for the residence of many families that had come temporarily from other places to these communities in order that the young men and women belonging to them might be educated. Nevertheless it has always been true, and perhaps always will be, that a larger per cent of the students come from the county in which the institution is located than from any other county or from a good many other counties. It is, therefore, very difficult to convince this class of people that the State Normal Schools and the University are not purely local institutions subsidized at the expense of the whole state. Moreover, they have found special reasons for their contention when propositions to build public school houses in the towns in which these institutions are located, have been defeated, as was the case in Kirksville in the spring of 1883²². Such defeats have been attributed to the influence of the state schools located at these places. However, opposition can not be based on this ground at the present time as Columbia, Kirksville, and Warrensburg now have good public school buildings.

This class of opponents found particular cause for complaint in the "Model Schools" that were connected with the State Normal Schools. In the fall of 1881, the school at Warrensburg established its "Model"²³, and in the fall of 1882, the one at Kirksville did the same²⁴. Later the school at Cape Giardeau established its "Model." These model schools were necessarily and undeniably local. The opposition to them rose almost solely from that belief that was prevalent in many quarters of the state, that the State Normal Schools were affording free instruction for children who ought to be attending the common schools of the communities in which these State Normal Schools are situated. It was also believed that the school taxes of these communities had been considerably lessened because of these "Models." As a matter of fact a tuition fee has been charged every year for attendance in the model or training schools until quite recently, and for a long time the entire expenses of these

schools were borne out of these tuition fees alone. Moreover, the school taxes of the communities in which the State Normal Schools are situated, have not been affected by the Model or Practice Schools²⁶.

On the ground of undue expense the opposition to the "Models" was not substantiated. It was, of course, seldom taken into consideration by this class that something in the way of a model or a practiceschool is absolutely essential to the good training of prospective teachers.

Many of those who opposed the State Normal Schools on the ground that they are local institutions supported at the expense of the whole state, lived in the counties neighboring to those in which these schools are located. In some of these neighboring counties opposition was out-spoken and bitter. This was true, for example, in Lewis, Clark, and Scotland counties²⁷.

Lewis county was frequently mentioned as a "hotbed" of opposition to the school at Kirksville²⁸. Jealously because of the special advantages enjoyed by the State Normal School counties, has been assigned as the cause of the opposition of these neighbors²⁹. Perhaps the many small private "colleges" in the neighboring counties, especially in Lewis, Clark, and Scotland, have been largely responsible for this opposition.

It is of interest to note that many of the measures hostile to the State Normal Schools that have been introduced in the Legislature, have been introduced and supported by representatives from counties near to those in which the State Normal Schools are situated. However, all the neighboring counties have not been opponents of the system. In fact some of the best supporters the system has had, have been the people of the counties adjoining those in which the State Normal Schools are situated, and at the present time much of the opposition that had come from neighboring counties to the school at Kirksville, has disappeared. The counties that were formerly among the bitterest in their opposition, Lewis, Clark, and Scotland, send annually a very large delegation of students to Kirksville.

The idea still exists, however, in many places that the state is unjustified in supporting so liberally the State Normal Schools and the State University, on the ground that they are largely local institutions.

4. The last class of opponents that will be noticed differs from the others that have been considered in that it has not sought the abolition of the State Normal Schools nor the repeal of the certification laws, but has endeavored to hamper them in their various activities. Complaint has been made by some of this class that these schools are giving too much attention to purely academic work and not enough to professional work. This is based on the assumption that they exist for the sole purpose of giving instruction in pedagogical subjects and of affording opportunities in practice teaching. According to this idea, whatever academic training is necessary for good teaching in the public schools should be acquired by normal school students before they are admitted to these schools. The normal schools are, therefore, considered by such people as unnecessarily duplicating the work of the high schools, academic, and small colleges.

Moreover, it is pointed out that many students who do not intend to teach, are attracted to the State Normal Schools because of the excellent academic training that may be had in them. The percentage of the normal school students who never teach is very small, and yet it is large enough to give some sort of basis for the claim that these schools are out of their legitimate line of work in offering academic courses at all. If they offered only pedagogical training, it is said, only prospective teachers would attend, for whom and for no one else, these schools were established³⁰.

It is fairly well agreed among authorities in education that professional training, in order that it may be sound, must be accompanied by strong academic training³¹. Even granting that, because of the academic courses, a few students slip in who do not intend to teach, their pledge to the contrary notwithstanding, it would not be a sound course to eliminate this training from the

normal schools and thus impair the equipment of those who do go out into the field as teachers. Because the State Normal Schools of Missouri have not eliminated this academic training, they have met with an opposition from a certain element which while it has not sought to abolish or to cripple them, has given encouragement to those forces that have been working to those ends.

It should be borne in mind that this opposition to the academic training in the State Normal Schools, which has been looked upon as a duplication of work done in high schools, academic, and colleges, differs very materially from the criticism that has been most justly made against the elementary training that they have been and are still offering. It is to be hoped that the day is not far distant when the preparatory or sub-normal courses will be eliminated from our State Normal Schools. When that is done much will be accomplished towards further elevating the standard of the work of these schools.

Finally the State University has been more or less of an opponent to the State Normal Schools since they were established, particularly during the administration of President Laws³¹. The cause for its opposition has been largely due to the fact that it has sought to restrict them to the work of training teachers for the elementary schools only, reserving to itself the work of preparing teachers for the high schools and other secondary schools. To this sort of a program the State Normal Schools have not been willing at any time to accede, and the success their students have had, oftentimes where University students had failed, seemed to them a justification for their attitude. Since President Laws' administration the University has not been so insistent upon a strict division of work between it and the State Normal Schools. Another thing that made the rivalry between these institutions so pronounced during the Presidency of Dr. Laws was the existence of a preparatory department in the University. Inasmuch as this department and the State Normal Schools were open to the same class of students, there was more or less of rivalry. The abolition of this department in the early years of President

Jesse's administration has done a great deal toward establishing the present fairly harmonious relations between these educational institutions.

The history of this series of opposition to the State Normal Schools has been marked by two great crises. The first one occurred in 1883. At that time extra efforts to abolish these schools as state institutions were made, but all in vain³². Apparently it was conceded by the time the Legislature next met that they were to be permanent institutions. Only one other effort, and that a very nominal one, has been made since 1883 to abolish them³³.

The second great crisis occurred in 1895. In that year the private schools of the state, particularly the private normal schools and the small denominational institutions, succeeded in getting through the Senate a measure which provided for the repeal of the law which made the state normal school diploma and certificate licenses to teach³⁴. After a very bitter debate in the House between the friends of the private schools and those of the State Normal Schools the measure was lost³⁵.

The success of this measure in the Senate encouraged its supporters to renew the fight in the session of 1897³⁶. Plans were well laid out. Among other things an anonymous circular was distributed over the state, soliciting the support of all those who favored the small denominational schools in behalf of the bill which would take from the State Normal Schools the power of granting certificates to teach³⁷. The struggle was not so long and bitter in 1897 as it had been in 1895. In fact the movement against the State Normal Schools had reached its height in 1895, although the opposition did not seem to realize it. Even the almost successful attempt in 1905 to certificate the graduates of other institutions in the state is not to be regarded as so dangerous to the interests of the State Normal Schools as were the attacks that were made upon them in 1895, because of the lack at present of so much general hostility to them as existed in 1895.

That these plans of the opposition did not succeed is due to the constant watchfulness and activity of the friends of the state

normal school system. They stirred up a general sentiment by means of the press and the State Teachers' Association, and in addition exerted their influence directly upon those occupying positions of authority and power.

The metropolitan press and many of the influential country papers were in sympathy with the State Normal Schools. The papers of St. Louis, Kansas City, St. Joseph, Jefferson City, and Columbia frequently contained strong editorials in their support, and oftentimes articles written by prominent educators in the state. Special mention must be made of the contributions of Superintendent Greenwood, Assistant Superintendent McNeill, Principal Buchanan and State Superintendent Kirk to the Kansas City papers in 1895, at which time the struggle in Legislature between the State Normal Schools and the private normal schools was bitterest.

The State Teachers' Association has always been a strong supporter of the State Normal Schools, and has frequently expressed itself in strong terms concerning them. At its meeting in 1884, when the first great crisis in the history of the state normal school system was hardly thought to be over by a great many, a remarkable address, entitled "A Defense of the State Normal School System," was delivered by Professor Anthony Haynes. What gives this address its peculiar significance is the fact that it came from a man who was at the time the head of a small private school at Boonville, Missouri, and had spent most of his life in such work. So convincing was this address that it was published in pamphlet form at the request of the association. Doubtless the wide distribution that was given it, did much toward stirring up a stronger sentiment in the state in favor of the State Normal Schools.

Among those in the official ranks who gave efficient support to the State Normal Schools, State Superintendent Shannon must be mentioned in particular. He was very active in breaking down the opposition that arose in the Legislature of 1879. A resolution was passed by the House requiring him to lay before it a report concerning certain features that were considered objectionable, such as the model school, the evasion by the students

of their pledge to teach, and the attendance of students from other states³⁸. Another resolution called for a report on the salaries of each teacher in these schools and the amount of tuition received³⁹. In submitting his reports in response to these resolutions, Superintendent Shannon took occasion to make a strong defense for the schools⁴⁰, and he followed this up by active work among the legislators personally. Notwithstanding the radical opposition that showed itself in this session of the Legislature, the bill for the biennial appropriations passed with only seven Senators and thirty three Representatives voting against it. In view of this result the faculty and students of the Kirksville school unanimously adopted a resolution of thanks to Superintendent Shannon and to the Senators and Representatives who had been so vigorous in their support of the state normal school system⁴¹.

The success of state normal school graduates as teachers must not be overlooked in this brief summary of the defensive forces of the system. All the arguments in the world have been useless if the students who had been trained in these schools had not had some considerable measure of success in their work. Not every student who has gone out from the State Normal Schools has reflected credit upon them. In fact, it was admitted at a time when the fight was well on that much of opposition had arisen from the very poor teaching done by ill-prepared normal school students⁴². However, the splendid success of the great majority of the state normal school students⁴³ has won for these institutions friends who were once enemies, and has given undeniable proof of the reasonableness of their existence.

NOTES.

1. Senate Journal, 1871, p. 332.
2. House Journal, 1874, pp. 294, 323.
3. Ibid, 1875, pp. 1351, 1389.
4. Ibid, 1877, pp. 401, 409, 504.
5. Ibid, 1879, pp. 320, 343.
6. Ibid, 1881, p. 301.
7. Kirksville Democrat, March 15, 1883.

8. Senate Journal, 1895, pp. 76, 296, 724, 793.
 9. Ibid, 1871, p. 332; N. Mo. Register, March 16, 1871.
 10. N. Mo. Register, Oct. 7, 1875.
 11. Laws of Missouri, 1887, p. 269.
 12. Revised Statutes of Missouri, 1889, pp. 1894-5.
 13. House Journal, 1895, pp. 360, 761.
 14. Ibid, 1897, pp. 309, 857.
 15. Ibid, 1899, pp. 100, 360.
 16. Ibid, 1901, pp. 110, 262.
 17. St. Louis Republic, March 12, 1905.
 18. Ibid, March 21, 1905.
 19. Normal Message, June 1895, pp. 135-7.
 20. Catalogue, State Normal School, Kirksville, 1879-80, p. 31.
 21. Report of Legislative Committee, 1889, p. 17.
 22. Kirksville Democrat, June 28, 1883.
 23. State Superintendent's Report, 1883, p. 108.
 24. Catalogue, State Normal School, Kirksville, 1883-84, p. 20.
 25. Ibid, 1884-85, p. 22; 1887-88, pp. 22-24; Catalogue, State Normal School, Warrensburg, 1883-84, p. 124.
 26. North Missouri Register, February 10, 1876; March 1, 1877; Kirksville Democrat, July 19, 1883; August 16, 1883.
 27. Kirksville Democrat, August 4, 1887; October 29, 1885.
 28. North Missouri Register, March 15, 1877.
 29. Catalogue, State Normal School, Warrensburg, 1879-80, p. 23.
- The school at Warrensburg actually allowed students to enter without signing the pledge to teach provided they paid the full tuition which was something more than that paid by those who signed the pledge.
30. Ibid, 1879-80, pp. 21-22.
 31. North Missouri Register, June 21, 1877; Kirksville Journal, July 5, 1877.
 32. Kirksville Democrat, March 15, 1883.
 33. Senate Journal, 1895, pp. 76, 296.
 34. Ibid, 1895, pp. 211, 455.
 35. Ibid, 1895, pp. 360, 761.
 36. House Journal, 1897, pp. 309, 857.
 37. Kirksville Democrat, February 19, 1897.
 38. House Journal, 1879, pp. 433-4.
 39. Ibid, 1879, p. 441.
 40. Ibid, 1879, pp. 493-97.
 41. Catalogue, State Normal School, Kirksville, 1879-80, p. 30.
 42. North Missouri Register, March 23, 1876.
 43. State Superintendent's Report, 1885, p. 13.

CHAPTER VI.

EFFORTS TO EXTEND THE STATE NORMAL SCHOOL SYSTEM.

Before a state normal school system was adopted in Missouri, it was the hope of a few at least that the state would ultimately establish several more such schools than we now have. President Baldwin desired to have six located in different portions of the state¹. State Superintendent Parker at first advocated eight; later he reduced the number first to six and then to four². Others advocated all the way from four to eight schools.

Some of the men who were active prior to 1870 in advocating the adoption of a system that would embrace a large number of schools, afterwards made efforts to have additional schools established³. It is not known definitely how long they continued their efforts, nor is it known whether those who have sought in recent years to extend the system, have been influenced in any degree by what had been done in earlier years. At any rate, all attempts to establish more state normal schools have been in line with the plans proposed by President Baldwin and Superintendent Parker prior to 1870, and this fact should be borne in mind as we proceed to see what these attempts were.

The first effort to extend the system met with early success. On March 22, 1873, a bill was approved whereby provisions were made for the establishment of a Third District State Normal School in southeast Missouri⁴. In October, 1873, the Board of Regents appointed for this school received bids for its location from Iron county, from Byrd township in Cape Girardeau county, and from the city of Cape Girardeau. The Board accepted the bid made by the city of Cape Girardeau, and on December 3, 1873, it selected the hill known as Fort B as a site for the building. It also elected Professor L. H. Cheney of the Second District School as Principal, and Mrs. Frances A. Cheney as Assistant. On December 10, the school opened for the enrollment of

students in the upper story of the public school building in Cape Girardeau. It remained there until its building was completed in January, 1875⁵.

Since 1873, attempts to establish other state normal schools have been made in every regular session of the Legislature except those of 1879, 1887, 1891, 1899, and 1901. Those sections of the state that have been particularly active in these attempts have been the northwestern and the southwestern. Bills to establish a normal school in the north western part of the state were introduced in 1874, 1875, 1877, 1887, 1889, 1895, and 1905⁶. Bills to establish one in the north western part of the state were introduced in 1874, 1875, 1877, 1883, 1885, 1887, 1889, 1893, 1903, and 1905⁷. Frequently separate bills providing for the establishment of normal schools in several different parts of the state were introduced in the same session. This was the case in 1887 when independent bills for the establishment of state normal schools in the northwestern, southwestern, and southern parts of the state, and in St. Louis, were introduced⁸. Again in 1889 these same bills, except the one for St. Louis, were again introduced⁹. In one of these it was proposed to establish at once five new normal schools in different parts of the state¹⁰.

Oftentimes these bills provided for the location of these proposed schools in certain cities or counties. This is indicative of the activity of these communities in securing an extension of the system. The cities that were mentioned in the bills as the places where the proposed normal schools should be located were as follows: St. Louis¹¹, Carthage¹², Eldorado Springs¹³, Lamar¹⁴, Pierce City¹⁵, in southwest Missouri; Springfield¹⁶, and Marshfield¹⁷ in southern Missouri; Plattsburg¹⁸, Maysville¹⁹, and Maryville²⁰ in northwest Missouri. Efforts were made in behalf of some of these cities in several different sessions. For example, St. Louis was designated as the place for a state normal school in the bills introduced in the sessions of 1873, 1874, 1885, and 1887; Plattsburg in 1875 and 1877; Maryville in 1887, 1889, and 1895. Warren county and Nodaway county have each been designated once in different bills as the proper places for such schools.

In all thirty two different bills providing for the establishment of additional state normal schools have been introduced since 1873. Some of these bills never got any further than the committees to which they were referred. Several of them were ordered engrossed in one or the other of the Houses, but finally failed of passage. Some were passed in one house but failed in the other, as was the case in 1887, 1895, and 1897. Three of these bills have succeeded in passing both houses. The first was passed in the session of 1903, and provided for the establishment of a school in southwestern Missouri. This bill was vetoed by Governor Dockery²¹. The other two have just been passed by the session of 1905, and at the present writing, March, 1905, they are in the hands of Governor Folk. If he approves them, the two new schools will probably be established at Webb City and at Maryville²². The probabilities are he will sign one of them, and possibly both.

NOTES.

- .1 Catalogue, North Missouri Normal School, 1869-70, p. 24.
2. State Superintendent's Report, 1868, pp. 17-20; 1869, pp. 18-22; 1870, p. 47.
3. American Journal of Education, February, 1874, p. 11; March 1875, p. 8.
4. Laws of Missouri, 1873, pp. 79-81.
5. Catalogue, State Normal School, Cape Girardeau, 1873-74, p. 12; North Missouri Register, October 9, 1873.
6. House Journal, 1874, pp. 556, 1048; 1875, pp. 604, 661; 1877, pp. 124, 137, 171, 178, 1027; 1887, pp. 642, 1042; Senate Journal, 1887, pp. 184, 379; 1889, pp. 52, 477; House Journal, 1889, pp. 79, 1010; 1895, pp. 142, 1223; St. Louis Republic, March 14, 1905.
7. Senate Journal, 1874, p. 176; 1875, pp. 170, 262; House Journal, 1875, pp. 335, 592, 595; 1877, pp. 126, 158, 881, 1039; 1883, pp. 126, 881; 1885, pp. 508, 715; 1887, pp. 100, 805; Senate Journal, 1887, pp. 382, 401, 718; House Journal, 1889, pp. 79, 1010; Senate Journal, 1889, pp. 52, 477; 1893, pp. 37, 322; House Journal, 1893, pp. 74, 635; 1903, p. 961; St. Louis Republic, March 20, 1905.
8. House Journal, 1887, pp. 195, 697; Senate Journal, 1887, pp. 184, 379, 382, 718.

9. House Journal, 1889, pp. 29, 30, 33, 79, 135, 1009, 1010.
10. Ibid, 1887, pp. 195, 697.
11. Senate Journal, 1873, p. 413; House Journal, 1874, p. 79; 1885, pp. 221, 1031; 1887, pp. 195, 617.
12. House Journal, 1875, pp. 355, 592, 595.
13. Senate Journal, 1887, pp. 382, 718.
14. Ibid, 1889, pp. 52, 477.
15. House Journal, 1897, pp. 390, 895.
16. Ibid, 1875, pp. 355, 395.
17. Ibid, 1887, pp. 195, 617.
18. Ibid, 1875, p. 661; 1877, pp. 124, 137.
19. Ibid, 1887, pp. 184, 379, 642, 1042.
20. Senate Journal, 1887, pp. 184, 379; 1889, pp. 52, 477; House Journal, 1895, pp. 142, 1223; St. Louis Republic, March 14, 1905.
21. House Journal, 1903, p. 961.
22. St. Louis Republic, March 14, 1905.

CHAPTER VII.

THE CERTIFICATION OF THE GRADUATES OF THE STATE NORMAL SCHOOLS.

By virtue of laws passed by the Missouri Legislature in 1887 and in 1889, the diploma which is conferred on graduation from any of the Normal Schools of the state, entitles the possessor to teach in the public schools of the state without further examination, and the certificate which is conferred on the completion of the elementary course, entitles the holder to teach two years in the public schools of the state¹. An interesting bit of history is connected with these certification laws.

At the time when the state adopted the normal school system, the authority to examine teachers and to grant certificates was vested in the State Superintendent and the County Superintendents, and remained solely with them until 1887. The certificates conferred by the State Superintendent entitled the holders to teach without further examination. Those conferred by the County Superintendents entitled the holders to teach in the counties for which they were given for a limited period of time. They were of two grades, corresponding roughly, according to the requirements, to the second and third grade county certificates of today².

Up to 1887 those completing the different courses in the three State Normal Schools who sought to teach, were subject to the above rules and regulations, unless special arrangements were made in their behalf by the State Superintendent.

The first³ instance on record of any such special arrangement is a letter from State Superintendent Monteith to the County Superintendents, dated July 12, 1872. In this letter Superintendent Monteith recommended to the County Superintendents that they "honor the Normal diploma by granting to its possessor a certificate without examination"⁴. The term diploma seems to have been applied at that time to both the certificate

that was conferred on the completion of the two and the three years' courses, and the diploma that was conferred on the completion of the four years' course⁵. If the County Superintendents followed this recommendation, the state normal school graduates in the various courses received certificates to teach which were good for not more than two years.

As far as is known, it was not until State Superintendent Shannon's administration that certificates were conferred directly by the State Superintendent upon those completing the various courses in the three Normal Schools of the state. Beginning in July, 1878, he issued certificates to those completing the different courses of these schools, and kept up this practice until the close of his second administration in December, 1882⁶. Upon those completing the two and the three years' courses, he conferred certificates which entitled them to teach two and three years respectively. Upon those completing the four years' course, he conferred a life certificate⁷.

It should be noted that it was the custom at the time for each of the State Normal Schools of Missouri to have its candidates for the diplomas and certificates of the school examined first by the faculty and then by an examining committee composed of the State Superintendent and the Presidents of the three schools. This arrangement seems to have been made first in 1875-76⁸. It was continued for ten years, that is down to 1884-85 inclusive⁹. Though the examinations by the committee were primarily for the purpose of determining who should receive diplomas and certificates from the schools, they served secondarily the purpose of permitting the State Superintendent to determine personally the fitness of these candidates for the various certificates he might grant. The announcement was made regularly in the catalogues from 1879-80 to 1885-86 inclusive, that those passing the examinations of the committee would, "upon application to the State Superintendent, expressly declaring their intention to teach in the public schools of Missouri," receive certificates to teach according to their qualifications¹⁰.

In the fall of 1883, it appeared as though this arrangement

would be discontinued as far as the school at Kirksville was concerned. In January, 1883, W. E. Coleman became State Superintendent. Owing to some personal matters between him and President Blanton, he announced that he would discontinue granting certificates to the graduates in the various courses of this school¹¹. Notwithstanding this announcement, Superintendent Coleman continued to grant certificates to those who passed the examinations of the committee¹².

These examinations by the committee were decidedly unpopular with the students and the faculty of the school. In May, 1885, the faculty adopted resolutions condemning them and asking the State Superintendent to adopt another plan for certifying the graduates of the school¹³.

In June, 1885, the State Superintendent and the Presidents of the State Normal Schools agreed upon a plan whereby the old system of examinations by the committee was abolished, and a written examination near the close of school by the State Superintendent was to be substituted¹⁴. This arrangement was carried into execution only once, that is, in June, 1886. Before another year rolled around, the matter had been taken out of the hands of the State Superintendent by the Legislature.

When the General Assembly met in January, 1887, plans had already been laid for securing legislation which would settle the question of certifying the graduates of the State Normal Schools. A bill covering the matter was drafted by President Blanton, and was lobbied through largely by him. It passed the Assembly without any particular difficulty and was approved on March 24, 1887. The act provided that "the normal diploma conferred upon completing a four years' course shall entitle its holder to teach school in any county in this state without further examination, until annulled by the Board of Regents or Curators granting the same, or by the County School Commissioner, or State Superintendent of Schools, for incompetency, cruelty, immorality, drunkenness, or neglect of duty, and the graded certificate now granted upon the completion of the two years' course shall, in like manner, entitle the holder to teach the several branches of

study named therein for a period of four years from the date of graduation, unless such certificate be sooner annulled by said Board, or County School Commissioner, or State Superintendent of Schools for one or more of the causes above specified." Provision was also made for the application of the provisions of this act "to the Normal Department of the University of Missouri, and of Lincoln Institute"¹⁵. This law was amended in 1889 so as to reduce the term of years that the holder of an elementary certificate might teach from four years to two¹⁶.

This legislation was a matter of great gratification to the friends of the State Normal Schools, and especially pleasing to the students. Immediately on the approval of the first certification bill, the students of the Kirksville school presented to President Blanton a very fine cane as a token of their appreciation of his activity in securing its adoption¹⁷.

Some account has already been given of the attacks that have been made upon these certification laws in the various sessions of the Legislature. Whether they will be renewed in the near future, it is not possible to foretell.

NOTES.

1. Laws of Missouri, 1887, p. 269; Revised Statutes of Missouri, 1889, pp. 1894-95.

2. Revised Statutes of Missouri, 1870, pp. 1251, 1260-61.

3. In June, 1870, State Superintendent Parker issued state certificates to the young men of the North Missouri Normal School who completed the course corresponding to the elementary course of the State Normal Schools of today. The certificates granted by the State Superintendent were printed on the reverse side of the "diplomas" that were conferred by the school on these young men. This is really the first instance on record of the State Superintendent recognizing the "diploma" of a Normal School in Missouri, but as the diploma thus recognized came from a private institution, it is disregarded in the account that is given in this chapter concerning the certification of graduates of the State Normal Schools.

4. Catalogue, State Normal School, Kirksville, 1873-74, p. 24.

5. *Ibid.*

6. *Ibid.*, 1878-79, pp. 21-22. See Catalogues from 1880-81 to 1883-84 *in loco*.

7. Catalogue, State Normal School, Kirksville, 1879-80, pp. 18-19.
8. Minutes of Faculty of State Normal School, Kirksville, May 18 and 19, 1876; North Missouri Register, Feb. 24, and March 15, 1876.
9. Catalogue, State Normal School, Kirksville, 1876-77, p. 21; 1877-78, p. 22; 1878-79, pp. 21-22; 1879-80, p. 16; 1880-81, p. 16; 1881-82, p. 16; 1882-83, p. 17; 1883-84, p. 20; 1884-85, p. 16.
10. Ibid, 1879-80, p. 16; 1885-86, p. 16; also from 1880-81 to 1884-85 inclusive, in loco.
11. Kirksville Journal, Nov. 23 and 30, 1883.
12. Letter from State Superintendent Carrington, Jan. 20, 1905, in the archives of the school.
13. Minutes of Faculty of State Normal School, Kirksville, May 11, 1885.
14. Ibid, Sept. 10, 1877 to Sept. 6, 1886, p. 286.
15. Laws of Missouri, 1887, p. 269.
16. Revised Statutes of Missouri, 1889, pp. 1894-5.
17. Kirksville Democrat, March 31, 1887.
18. See chapter on "Opposition to the State Normal School System."

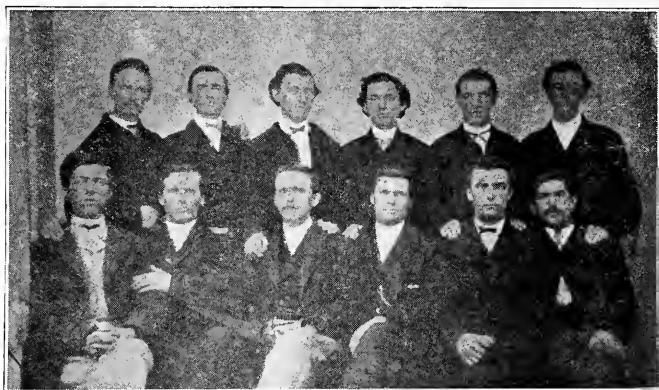
CHAPTER VIII.

THE COURSES OF STUDY.

A good deal of space has been used in relating the history of the founding of the school and of its struggle for existence. It is now time for us to turn from these matters to its curriculum, which after all is the vital part of the institution. The story of its founding and its effort to maintain itself may be ever so interesting, but it is meaningless unless the school has been engaged in such work as to justify its existence. It is, therefore, necessary, if we are to understand its real history, to spend some time in examining its courses of study and its means for giving instruction in these courses.

The courses of instruction of the school when it was established as a private institution purported to cover the whole field of school work from the primary department to that of the college inclusive. The elementary work was done in what was known as the Model School which was divided into three departments, the Grammar, the Intermediate, and the Primary. According to the announcements made in the early catalogues of the school concerning the "Model", it had been established "in order that there might be a school exhibiting the best methods of teaching, discipline, and classification which the Normal students could visit, and in which they could take part as instructors"¹. Apparently the "Model" was related to the school then in much the same way as the Training School is related to the school today. In reality it sustained a very different relation. In the first place, the teaching in the "Model" was done entirely by regular members of the faculty and not by the students. In the second place, it was attended not only by children whose parents lived in Kirksville, but by many who were growing up into manhood and womanhood, some of whom came from quite a distance. This was particularly true of those in the grammar department, as will be seen from glancing at the lists of students who were in the "Model"². The reason for this condition is very obvious. The public school system of the state was

very poor at the time, and many boys and girls had not had the opportunity of obtaining the elementary training that was necessary in order to proceed with the work in the normal department. Moreover, the civil war which had closed only two years before the opening of the school, had delayed many from making a start in their education. The "Model" served, therefore, as a means of preparing a very mixed class of students who needed



Professor Pickler's class in Algebra, 1867-68.

(Reproduced in exact size from a faded photograph.)

Top row, reading to the right, A. J. Hynds, H. W. Beatty, H. C. Langley, C. Pierce, B. F. Heiny, J. T. Casper; bottom row, M. W. Smith, T. B. DeWitt, J. M. Swallow, A. Bowen, V. Stine, S. M. Pickler.

preparation for work in the normal department, in addition to affording the students of that department an opportunity to observe the methods used by skilled instructors in elementary work³.

Above the Model School several courses of study were arranged. The most extensive was the Modern College and Normal Course which covered a period of four years. The subjects in this course were arranged in six groups as follows⁴:

FIRST YEAR—FRESHMAN.

FIRST TERM.	Higher Arithmetic.	Grammar and Composition.	Geography.	School Economy and Practical Teaching.	Elocution.	Penmanship and Drawing.
SECOND TERM.	Higher Arithmetic.	Grammar and Composition.	Geography.	School Economy and Practical Teaching.	Elocution.	Penmanship and Drawing.
THIRD TERM.	University Algebra.	Rhetoric and Composition.	Physiology.	Science of Education and Art of Teaching.	Elocution.	Penmanship and Drawing.
FOURTH TERM.	University Algebra.	Rhetoric and Composition.	Physiology.	Science of Education and Art of Teaching.	Elocution.	Penmanship and Drawing.

SECOND YEAR—SOPHOMORE.

FIRST TERM.	Geometry.	General History and Composition.	Zoology and Botany.	Mental Philosophy and Practical Teaching.	Elocution.	Penmanship and Phonography.
SECOND TERM.	Geometry.	General History and Composition.	Natural Philosophy.	Mental Philosophy and Practical Teaching.	Elocution.	Penmanship and Phonography.
THIRD TERM.	Trigonometry.	Logic and Composition.	Natural Philosophy.	Moral Philosophy and Practical Teaching.	Elocution.	Penmanship and Book-Keeping.
FOURTH TERM.	Surveying.	Logic and Composition.	Chemistry.	Moral Philosophy and Practical Teaching.	Elocution.	Penmanship and Book-Keeping.

THIRD YEAR—JUNIOR.

FIRST TERM.	Conic Sections.	General History and Composition.	Chemistry.	Science of Development.	Elocution.	Drawing.
SECOND TERM.	Analytic Geometry.	General History and Composition.	Geology.	Science of Development.	Elocution.	Drawing.
THIRD TERM.	Dif. Calculus.	Elements of Criticism.	Geology.	History of Education.	Elocution.	Drawing.
FOURTH TERM.	Integ. Calculus.	English Literature.	Agriculture.	History of Education.	Elocution.	Drawing.

FOURTH YEAR—SENIOR.

FIRST TERM.	Astronomy.	Elements of Law.	Agriculture.	Mental Philosophy.	Elocution.	Painting.
SECOND TERM.	Astronomy.	Elements of Law.	Political Economy.	Mental Philosophy.	Elocution.	Painting.
THIRD TERM.	Mechanical Philosophy.	Evidences of Christianity.	Political Economy.	Moral Philosophy.	Elocution.	Painting.
FOURTH TERM.	Civil Engineering.	Sacred Literature.	Political Economy.	Moral Philosophy.	Elocution.	Painting.

This course was prescribed for those wishing to secure the highest degree offered by the school. There was practically no election of studies allowed. It is true it was announced that the ancient or the modern languages might be taken in place of the higher mathematics⁵, but the provisions for giving instructions in these languages were so uncertain in the early years of the school as to make this substitution or election practically impossible.

For those who could not remain to complete the four years' Modern College and Normal Course, an abridged course extending through two years was arranged by omitting the "subordinate subjects." What was meant by "subordinate subjects" was not stated. To those who could remain only a short time, presumably less than two years, it was permitted to select those studies which they might think would be of the most value to them⁶.

During the first year of the school there was added a Business Course which included instruction in bookkeeping, commercial arithmetic, commercial law, penmanship, phonography, English grammar, political economy, practical teaching, elocution, and orthography. This course extended through one year, and instruction in its subjects was given by various members of the faculty and Mr. F. M. Harrington who was announced to teach commercial law⁷.

A series of degrees was arranged. To those who should successfully complete the sophomore year in any of the college courses, the degree of Bachelor or Mistress of Science would be granted, and to such who had taught and managed a school successfully for one term, the degree of Bachelor or Mistress of Elementary Didactics. To those who should complete any four years' course in the collegiate department, the degree of Bachelor of Arts would be given, and to such as had been teachers the additional degree of Bachelor or Mistress of Scientific Didactics. To those teachers who should attend two terms, a certificate would be given⁸.

As far as is known degrees were conferred only once while the school was a private institution. In June, 1870, a class of

fifteen young men graduated in a course corresponding to the elementary course of today. Upon each member of the class was conferred the degree of Bachelor of Science and Elementary Didactics⁹, a degree that seems to have been manufactured by combining the two kinds that were offered to those who should complete the sophomore year of any of the college courses.

The claim of the school to give instruction of the rank of college work has led to some investigation of the matter. A comparison of the courses offered by the school for 1868-69 with those offered by the State University for the same year¹⁰ has been made, and the results have led unhesitatingly to the conclusion that the school was attempting to do more than was within its power. In point of requirements for admission and for graduation, and in point of equipments, such as faculty, libraries, and laboratories, the school was far behind the University. Doubtless an examination of the catalogues of the other institutions of higher learning that were in existence in the state at that time, would show that the school was also behind them in the same points. Because of these facts the school may be criticised for pretending to do what was beyond its equipments and capacity, and for granting degrees which represented work it could not and did not do.

Notwithstanding this criticism, it must be said, in justice to the school and those engaged in its founding, that the work in certain lines was very thorough. This was particularly true of the courses in mathematics, English, and subjects pertaining to pedagogy. It was the aim of President Baldwin to give the students a strong academic training on which to base the training in teaching, and though the courses of study of the school have been considerably changed since the institution was founded, they have always borne the strongly academic character that was given them at the very start. The school was established primarily for the training of teachers. But from the very outset it was seen that this work consisted not merely in instructing them how to teach, but in a very large degree what to teach. In some states where the educational facilities are of uniformly

high grade the normal schools may confine their work to instruction in pedagogy and to practice teaching. But even under such favorable conditions, it is considered best by very high authorities to make the work of the normal schools both academic and pedagogical. This view is based upon the fact that many of the best methods of teaching are learned by the students by being under good teachers whose only duty is to give academic instruction. If this doctrine of the function of the normal schools is sound at a time when the educational condition of the state is fairly good in most of its parts, it was much more sound at a time when the educational condition of the state was very poor as it was when Professor Baldwin came to Missouri. The State Normal Schools of Missouri have been uniformly saved from the pedagogical heresy that their function has been merely to instruct in the methods of teaching. For this salvation a great deal of credit is due to the founder of the normal school system of the state. Perhaps it may be said by some that the bad educational conditions of Missouri in 1867 determined Professor Baldwin's course in the matter, so that he could not choose to do otherwise than combine academic and pedagogical training. Granting even that, it is much to his credit that he had the good sense to see what was necessary in order to make the normal school work sound. This policy of his was of great value to the state, for it is possibly an undisputed fact that the educational ideas he began to put into operation in his school at Kirksville nearly forty years ago, have contributed more than any other one thing to give to the state normal school system of Missouri the form that it now has¹¹.

When the school was adopted as a state institution in December, 1870, the Board of Regents made no immediate change in the courses of study that had been in operation in the school since it had opened in 1867. The Board, however, arranged shortly afterwards that President Baldwin should make whatever changes he thought desirable, the same to go into effect at the beginning of the new school year¹². In order that the changes that were made may be seen, the course of study that went into operation in the fall of 1871 is here given¹³.

ELEMENTARY COURSE.

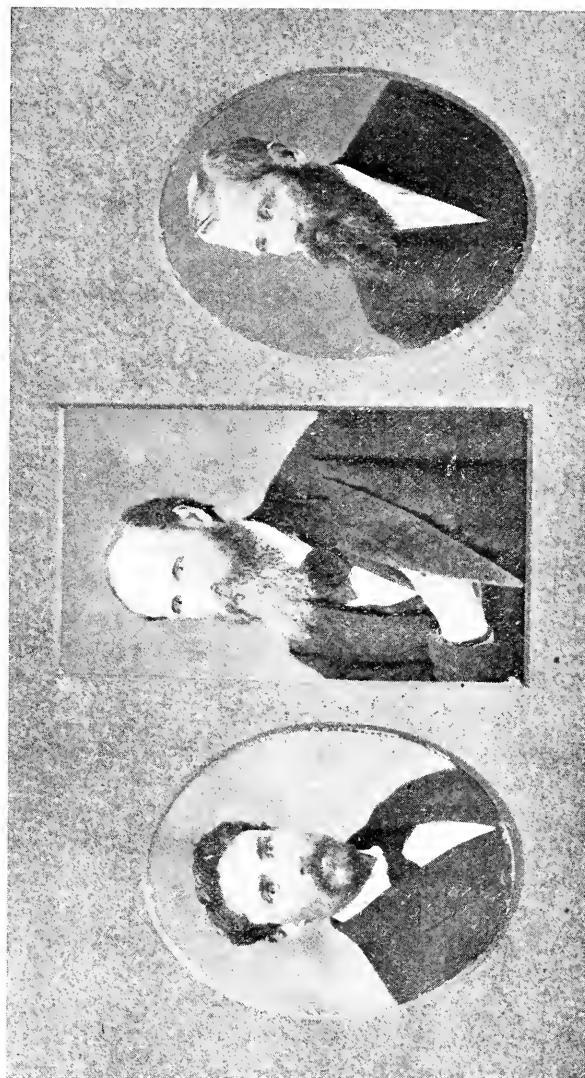
		Professional Course	Mathematical Course.	Natural Science.	Literature.	Elocution.	Arts.
FIRST YEAR.	FIRST TERM.	How to Study and Recite. Mental Arithmetic. (Colburn, Brooks, Stoddard.)	Arithmetic. (White, Robinson, Walton.)	Geography. (Guyot, Warren, Eclectic, Mitchell.)	Orthography. (Willson, Worcester, Scholar's Companion.)	Phonic Analysis and Reading	Penmanship. (Spencerian.)
	SECOND TERM.	In the School-Room. (Hart, Wickersham.)	Arithmetic.	Geography.	Grammar. (Clark, Harvey, Green.)	Emphasis, Inflection and Reading. Form and Quality of Voice.	Penmanship.
	THIRD TERM.	School Management. (Holbrook, Jewell.)	Algebra and Arithmetic. (Robinson, Schuyler, Henkle.)	Geography.	Grammar. (Clark, Harvey, Green.)	Force and Stress of Voice, and Reading.	Penmanship and Vocal Music.
	FOURTH TERM.	Principles and Methods of Teaching the Common Branches. (Wickersham.)	Algebra and Arithmetic.	Physical Geography. Cornell, Mitchell, Warren, Guyot's Earth and Man.	Grammar. (Welch.) Anglo-Saxon Roots. (Marsh.)	Pitch and Movement. Gesture and Reading. Gentle and Dignified Styles.	Penmanship and Vocal Music.
SECOND YEAR.	FIRST TERM.	Civil Government and the Missouri School Law. (Townsend.)	Algebra.	Physical Geography.	History, United States (Scott, Anderson, Goodrich.)	Form, Quantity, Quality of Voice, and Reading. Various Styles.	Drawing and Vocal Music. (Bartholomew.)
	SECOND TERM.	Rhetoric and Composition. (Kerl, Day, Hart, Haven.)	Algebra.	Physical Geography.	History, United States	Brisk and Sublime, Gentle and Didactic Styles. Rhythmical Accent.	Drawing and Vocal Music.
	THIRD TERM.	Rhetoric and Composition.	Geometry. (Ray, Chauvenet, Olney.)	Natural Philosophy. Wells, Cambridge Physics, Silliman.	Latin. (Principia.)	Various Styles and Reviews.	Book-keeping. (Bryant & Stratton.)
	FOURTH TERM.	Organization and Management of Graded and Ungraded Schools.	Geometry.	Natural Philosophy. Wells.	Latin. (Principia.)	(Elocution omitted.) Physiology. (Hutchison and Lambert.)	Book-keeping.

SCIENTIFIC COURSE.

	Professional Course.	Mathematical Course.	Natural Science.	Literature.	Elocution.	Arts.
FIRST TERM.	Mental Philosophy and Methods of Culture. (Haven and Lectures.)	Geometry and Trigonometry. (Ray, Olney, Chauvenet.) Option, Latin.	Natural Philosophy. (Snell's Olmsted.)	Ancient Geography and General History. (Willson, Anderson, Taylor.)	Joyous and Vehement Styles. Dramatic Reading.	Music. History of Art. Architecture. (Winchelman.)
SECOND TERM.	Mental Philosophy and Methods of Culture. (Haven and Lectures.)	Trigonometry. Option, Latin.	Natural Philosophy. (Snell's Olmsted.)	General History and Ancient Geography (Mitchell.)	Gesture and Review.	Music. History of Art. Architecture.
THIRD TERM.	Moral Philosophy and Methods of Culture. (Winslow and Lectures.)	Trigonometry and Surveying. (Giles, Davies.) Option, Latin.	Chemistry. (Barker, Cambridge Physics.)	Logic. (McCosh, Schuyler, Coppee.)	Violent and Impassioned Styles. (Shakespeare.)	Music. History of Art. Sculpture.
FOURTH TERM.	Moral Philosophy and Methods of Culture. (Winslow and Lectures.)	Surveying. Option, Latin.	Chemistry.	Logic.	Dramatic Reading. (Shakespeare.)	Music. History Art, Painting.
FIRST TERM.	Philosophy of Education. (Lectures.)	Analytic Geometry (Olney, Ray.) Option, Latin.	Geology. (Dana, Tenny, Hooker.)	English Literature. (Gillman, Shaw, Reed.)	Dramatic Reading (Bible.)	History of Art. Painting.
SECOND TERM.	History of Educational Methods. (Lectures.)	Analytic Geometry. Option, Latin.	Botany. (Gray, Wood.)	English Literature.	Dramatic Reading. (Bible.)	History of Art. Music
THIRD TERM.	Graded and High Schools. Methods of Teaching Higher Branches.	Differential Calculus. (Docharty, Olney.) Option, Latin.	Astronomy. (Lockyer, Ray.)	English Classics. (Shaw.)	Public Speaking.	History of Art. Poetry.
FOURTH TERM.	Review and Discussion of Educational Problems. Institutes.	Integral Calculus. Option, Latin.	Astronomy. (Lockyer, Ray.)	English Classics. (Shaw.)	Public Speaking.	History of Art. Poetry.

THIRD YEAR.

FOURTH YEAR.



PROFESSOR GREENWOOD.

PRESIDENT BALDWIN.

PROFESSOR NASON.

(The persons whose pictures are on this and the opposite page constituted the faculty when the school opened as a state institution in January, 1871. From photographs taken about 1871.)



MRS. GREENWOOD.



PROFESSOR PICKLER.



MISS GLEASON.

A comparison of this new course with the old one, presented on pages 105-6, will show that they were much the same in outline, the chief differences being in the arrangement of the order of the subjects in the different groups, especially the professional group. It should be noted, however, that Latin to the extent of two terms, that is one-half year, was required of all in the sophomore year, and that two more years might be taken by any one so electing in lieu of the higher mathematics.

As far as it can be determined from the catalogue announcements, it seems that the work in the various groups was somewhat better than it had been in previous years. In two of the groups some noted improvements were made. The science work was beginning to be organized on a laboratory basis. The announcement was made that a "sufficient" sum of money had been appropriated by the Regents for the purchase of "all necessary chemical and philosophical apparatus," and that a library had been founded. At the same time friends of the school were requested to make donations of books, periodicals, and specimens of natural history¹⁴.

The professional work of the school was considerably improved in both its theoretical and practical phases. The theoretical phase was improved through a rearrangement of the order in which the pedagogical subjects were to be pursued. The practical phase was developed through an increase in the methods whereby the students were to gain more experience in the work of teaching. Accordingly the following methods were devised¹⁵.

1. The Model School Method. This provided that the students should observe the operations of a graded school and take part therein as teachers. As has already been seen this sort of method had been in operation, theoretically at least, since the opening of the school.

2. The Normal Class Method. This provided that for one day in every two weeks certain students appointed from time to time should act as teachers of the Normal classes under the direction of the regular teachers.

3. The Training Class Method. This provided that during

certain terms the principal should present particular methods to his entire class and then divide it into sections of convenient size. These sections were to meet separately in various rooms for reciprocal practice, and later they were to meet as a class for reports, criticisms, discussions, and suggestions.

4. The Reciprocal Method. This provided that classes in all branches should be divided into sections and that for a short time during nearly every recitation one member of each section should act as the teacher of the class.

5. The Faculty Method. This provided that the members of the senior class and other students of marked ability and proficiency should be selected as members of the faculty. They were to attend all the meetings of the faculty, aid in managing the school, and conduct one class each, during two or more terms.

The success with which these methods were carried out varied. The model school method was evidently never carried out completely, as the "Model," up to the time it was abolished in December, 1873, was never organized so that the students could participate in its teaching. As far as its pedagogical work was concerned, it remained solely a place for observing methods of teaching. It was not until the Model School was restored in November, 1882, that it became a practice school for prospective teachers. That feature of the faculty method which permitted the student teachers to participate in the deliberations of the faculty, was not long maintained. However, students have been used as assistants in the various departments from that time to the present. Of the other methods some use seems to have been made as late as 1880-81 at least¹⁶, but with what success it cannot be said.

In addition to these changes which were made in 1871-72 one other should be noted. The business course was abolished, but book-keeping was made a required study and was regularly included in the courses of study until 1878-79. Since that year book-keeping has been occasionally required, but the business course has never been restored.

Under this new regime four degrees were to be offered,

two of which were undergraduate and two, graduate. The degree of Bachelor of the Elements was to be conferred upon those graduating in the elementary course, and the degree of Bachelor of the Sciences and Arts upon those graduating in the scientific course. The degree of Master of the Elements and Teacher of Elementary Didactics was to be conferred upon those who taught successfully during two full years after taking the degree of Bachelor of the Elements, and the degree of Master of the Sciences and Teacher of Scientific Didactics was to be conferred on those who had taught two full years after taking the degree of Bachelor of the Sciences and Arts. In addition to these degrees, the one year certificate was to be given to those who completed the studies of the first year¹⁷.

During the period from September, 1871 to June, 1881, when President Baldwin left the school, a few changes were made in the courses of study, some of which were rather important.

In the first place, the elocution and the art groups were consolidated in 1875-76, and thereafter less attention was given to the subjects contained in them¹⁸.

In the second place, two years of Latin became definitely established in 1875-76 as a required part of the courses of study¹⁹. Prior to that time Latin had occupied a very unimportant place in the curriculum, the maximum amount required having been only one-half year. From 1875-76 to 1883-84 every student graduating in the advanced course, or the four years' course, was required to have at least two years of Latin.

In the third place, the Model School was abolished in December, 1873, owing to a lack of patronage and the heavy expense incurred in maintaining it²⁰. It was not reorganized until November, 1882²¹. Its abolition in 1873 affected the pedagogical work of the school very little, as it has already been shown that it had afforded no opportunity for practice teaching on the part of the students. Experience in teaching was obtained by them during this period of ten years when the school was without a "Model", by means of the training class, the normal class, and the faculty methods as were outlined above. "Normal Insti-

tutes" were held by the faculty for a number of years, at least from 1875-76 to 1877-78, for the purpose of discussing various educational problems and exhibiting certain methods of teaching²². The more advanced students seem to have attended these institutes at least for a while.

In the fourth place a new series of degrees was arranged for in 1871-72 to take the place of the series devised in June, 1871. This new series included three undergraduate degrees and one graduate degree. Upon those completing the course of the first two years, the degree of Bachelor of Elementary Didactics would be conferred; upon those completing a course of three years, the degree of Bachelor of Scientific Didactics; upon those completing the full course of four years, the degree of Bachelor of Philosophic Didactics²³. The first two of these degrees were given regularly until the close of the year 1880-81. After that they were discontinued for good. The third of these degrees was changed in 1873-74 to Bachelor of Arts and Philosophic Didactics, and in 1875-76 to Bachelor of Arts and Didactics. This degree was conferred regularly until 1883-84²⁴. The certificate for one year's work was provided as usual²⁵.

In addition to these undergraduate degrees, arrangement was made in 1871-72 for granting an "honorary diploma" to such graduates as continued their studies and taught successfully two full years²⁶. No mention is made concerning the degree that such a diploma conferred until 1874-75, when it was announced that the degree of Master of the Course Completed would be conferred upon those obtaining the graduate diploma²⁷. In 1876-77, an attempt was made to create a post-graduate department. A course of study for graduates consisting of subjects in pedagogy, literature and history, mathematics, natural sciences, Latin and philology, and art, was prescribed. It was said that the course might be successfully completed in two years by graduates while at their work teaching, or in one year if they were in attendance at the school. To such as would complete this course the degree of Master of Arts and Professional Teacher would be given. The object of this course were "to stimulate the gradu-

ates to continuous and well directed effort and to fit teachers for special positions''²⁸. In 1879-80 the degree was changed from Master of Arts and Professional Teacher to Master of Arts and Didactics²⁹.

This custom of the school in granting post-graduate degrees on the basis of successful teaching and private study was in accord with the custom of most of the schools of the time. In fact there are some colleges which yet grant post-graduate degrees on a similar basis. This school has only recently made its graduate degrees represent real and tangible resident work.

The two, three, and four years' courses appear to have become fairly satisfactory to the faculty by 1875-76. In the catalogues for 1874-75 and 1875-76 mention is made of the careful revisions of the courses that had been made in the previous years, and the view is repeatedly expressed from 1875-76 to 1880-81 that they were well adapted to the needs of the students and the state³⁰.

In the catalogue for 1874-75 mention is made of a Sub-Normal or Preparatory Department³¹. This is the first time such a department is ever mentioned under this name. The work of the Sub-Normal Department as announced in the catalogue for 1874-75 was to extend through two years. It included such subjects as "Common School Arithmetic, Geography, U. S. History, Reading, Penmanship, Drawing, Vocal Music, Grammar, Composition, Elements of Botany, Zoology, etc." Many of these subjects appeared in the tabulated courses in the same catalogue as studies in the Freshman year.

What intention the authorities had in arranging this course, is not known. Whatever it may have been, the course was not maintained long. In February, 1875, it was announced that it would be abolished at the beginning of the fourth term of the current year³². As no further mention of this department was made in the catalogues until 1885-86, we may conclude that it was abolished at the time announced. The majority of the subjects constituting the outlined preparatory course of 1874-75 remained until 1885-86 as freshman studies.

Beginning in 1872-73, the students were classified in sections which were lettered A, B, C, D, E, F. Section A was composed of the students of the fourth year, the seniors, and Section B of those of the third year, the juniors. Section C was composed of those of the third and fourth terms of the second year, and Section D of those of the first and second terms of that year. Section E was composed of those of the third and fourth terms of the first year, and Section F of those of the first and second terms of that year³³. This classification continued until 1897-98 when it was displaced by the terms seniors, juniors, sophomores, and freshmen.

During President Blanton's administration which extended from September, 1882 to June, 1891, three very important changes were made in the courses of study.

The first of these changes was brought about by requiring of all who sought to graduate a certain amount of practice teaching in the Model School which was re-established in November, 1882. At first the amount required of every applicant for either a certificate or a diploma was one hour per day during twenty weeks or one-half of the year in which he graduated³⁴. In 1885-86 the amount was increased to four hours a day for twenty weeks³⁵, but this was evidently found to be too burdensome for in the next year the amount of practice teaching was reduced from four hours a day for twenty weeks to four hours a day for ten weeks³⁶. This amount was not altered until after 1898-99.

The second of the changes made in the courses of study in President Blanton's administration was the increase in the amount of Latin required. We have seen that in 1875-76 it was arranged that two years of Latin should be required of all students graduating in the advanced course. In 1883-84 this requirement was raised from two to three years. One of these three years of Latin was required of those graduating in the elementary course³⁷. This arrangement remained practically the same throughout President Blanton's administration.

The third change was brought about by the introduction in 1885-86 of a preparatory course consisting of two terms of

ten weeks each. - This course was arranged by taking certain subjects from the work of the first year and requiring them for entrance to the normal courses³⁸. In 1886-87 this preparatory course was extended to four terms, or one year, by taking still other subjects from the first year. It then consisted of arithmetic, geography, grammar, composition, music, physiology, reading, and United States history. The classes in this department were divided into sections H and G³⁹.

This process of taking certain subjects from the first year's work in order to form a preparatory course, necessitated moving down certain subjects in the other three years to the years just below. This re-arrangement gave room for the additional work that had been required in Latin and in practice teaching since 1883-84. Attempts had been made to carry this additional work in the years 1883-84 and 1884-85 without lengthening the time of the course, but doubtless the task proved to be a difficult one and the result unsatisfactory. When the requirements in practice teaching were quadrupled in 1885-86, it was found absolutely necessary to make room for all this extra work. This room was found by forming the preparatory course of one half year in 1885-86, and in extending it to one year in 1886-87.

The three changes above outlined resulted in raising the standard of the normal courses quite materially. The years during which these changes were made form, therefore, a rather important epoch in the history of the school.

The effort made during President Blanton's administration to interest the graduates of the high schools, academies, and colleges in the strictly professional studies of the school must not be passed without some mention. In 1885-86 the professional studies of both the elementary and advanced courses were so arranged in the schedule of daily recitations as to permit graduates of other institutions to take them in the course of a single year⁴⁰. This arrangement was maintained throughout the remainder of President Blanton's administration. Those who took advantage of this arrangement were entitled to the regular certificates or diplomas of the school provided they passed sat-

isfactory examinations on the literary subjects of the courses.

In 1892-93, the second year of President Dobson's administration, an attempt was made to expand upon President Blanton's scheme. Two special professional courses, one elementary and one advanced, were offered to graduates of other institutions. Each of the courses covered a half year's work. In each there was required a certain amount of reading in pedagogical literature in addition to the regular class work in professional subjects. On the completion of these courses the certificate or the diploma was to be issued, provided satisfactory grades on the academic subjects had been submitted from other schools or had been made by special examination⁴¹.

These schemes were never popular with the persons for whom they were designed. Students coming from high schools and academies found it desirable and necessary to enter the courses regularly and take academic and professional subjects together. The dropping of these schemes after 1892-93 is sufficient proof that there was no demand for them.

In the matter of degrees, the only change made under President Blanton was the substitution in 1883-84 of the degrees of Bachelor of Scientific Didactics and Master of Scientific Didactics for Bachelor of Arts and Didactics and Master of Arts and Didactics respectively⁴². These degrees remained until 1902-03⁴³.

No change of importance was made in the course of study during President Dobson's administration. It is true that in June, 1899, at the close of his administration, a very important change was made, but as the execution of it fell to his successor, President Kirk, and as the change was not in accordance with President Dobson's convictions, it may be best to consider it as a part of President Kirk's administration.

Reference is here made to the substitution of two prescribed courses, called the Latin and the English courses, in place of the old single prescribed course⁴⁴. Prior to this time there was only one way to graduation. Every body went through the same course which was prescribed from beginning to end. The new courses that were adopted by the Board of Regents for the school

in June, 1899, had been agreed upon by State Superintendent Carrington and Presidents Dobson, Howe, and McGee of the three State Normal Schools at a meeting which they held in Jefferson City in the spring of 1899⁴⁵. In justice to President Dobson it must be emphasized that he opposed the adoption of the new courses throughout the entire meeting, and gave his consent to them only when they had been adopted by a majority. The prime mover in the matter was State Superintendent Carrington.

The reasons for adopting these new courses were at least two. In the first place, the courses of study of the schools were somewhat unlike and growing more so every year, and it was thought desirable to have them as nearly alike as possible. The first instance on record of an attempt having been made to bring about uniformity in the courses of the these schools was in December, 1875, when a conference was held by State Superintendent Shannon and the Presidents of the three schools⁴⁶. At this conference a uniform course of study for the three schools was agreed upon and afterwards adopted. This made practically little change in the course already in operation in this institution⁴⁸. Apparently the three schools maintained their courses with some degree of uniformity for a number of years after this agreement of December, 1875⁴⁸, but later they began to differ. Frequent attempts had been made prior to this conference of 1899 to bring about uniformity once more, but with no success.

In the second place it was found desirable to make it possible for the students to graduate without requiring them to take Latin. To this end a course was arranged which omitted Latin altogether, and increased the work in history and science. This course was called the English course.

In making these changes the State Normal Schools of Missouri were only falling into line with the higher institutions of learning of the country which were quite universally adopting the elective system. As yet the principle of election was adopted by them in a most circumscribed way. Election then was between two courses, nothing more. Real elective courses did not come until a few years later.

The courses as instituted in 1899-1900 were as follows⁴⁹:

SUB-NORMAL SCHOOL COURSE.

FIRST SEMESTER.

Reading, Political and Physical Geography, Mental and Practical Arithmetic, U. S. History and American Classics.

SECOND SEMESTER.

English Grammar, Physiology and Hygiene, Elementary Algebra, Civil Government and American Classics.

(Drill Classes in Orthoepey, Orthography and Penmanship are organized for those who are noticeably deficient in these subjects.)

NORMAL SCHOOL COURSES.

FRESHMAN YEAR.

FIRST SEMESTER.

LATIN COURSE.

1. English Classics.
2. Latin.
3. Algebra.
4. Reading and Voice Culture.
5. School Economy.

ENGLISH COURSE.

1. English Classics.
2. Physical Geography.
3. Algebra.
4. Reading and Voice Culture.
5. School Economy.

SECOND SEMESTER.

1. English Classics.
2. Latin.
3. Plane Geometry.
4. Drawing.
5. Psychology and Principles of Education.

1. English Classics.
2. Agriculture.
3. Plane Geometry.
4. Drawing.
5. Psychology and Principles of Education.

SOPHOMORE YEAR.

FIRST SEMESTER.

1. English Composition and Analysis.
2. Latin.
3. Biology.
4. Vocal Music.
5. Pedagogy.

1. English Composition and Analysis.
2. Ancient History.
3. Biology.
4. Vocal Music.
5. Pedagogy.

SECOND SEMESTER.

1. Rhetoric.
2. Latin.
3. Biology.
4. Drawing or Vocal Music.
5. Observation and Practice in Training School.

1. Rhetoric.
2. Mediæval and Modern History.
3. Biology.
4. Drawing or Vocal Music.
5. Observation and Practice in Training School.

JUNIOR YEAR.

FIRST SEMESTER.

- | | |
|------------------------------------|------------------------------------|
| 1. English History. | 1. English History. |
| 2. Latin. | 2. English. |
| 3. Chemistry. | 3. Chemistry. |
| 4. Solid Geometry. | 4. Solid Geometry. |
| 5. Mental Science and Child Study. | 5. Mental Science and Child Study. |

SECOND SEMESTER.

- | | |
|--------------------------------------|--------------------------------------|
| 1. American History and Government. | 1. American History and Government. |
| 2. Latin. | 2. English. |
| 3. Chemistry. | 3. Chemistry. |
| 4. Plane Trigonometry. | 4. Plane Trigonometry. |
| 5. Moral Science and Graded Schools. | 5. Moral Science and Graded Schools. |

SENIOR YEAR.

FIRST SEMESTER.

- | | |
|---|---|
| 1. English Literature. | 1. English Literature. |
| 2. Latin. | 2. Political Economy. |
| 3. Physics. | 3. Physics. |
| 4. Higher Algebra. | 4. Higher Algebra. |
| 5. Observation and Practice in Training School. | 5. Observation and Practice in Training School. |

SECOND SEMESTER.

- | | |
|---|---|
| 1. English Literature. | 1. English Literature. |
| 2. Latin. | 2. Drawing. |
| 3. Physics. | 3. Physics. |
| 4. History and Philosophy of Education. | 4. History and Philosophy of Education. |
| 5. Observation and Practice in Training School. | 5. Observation and Practice in Training School. |

Since the beginning of President Kirk's administration several very important changes in the courses have been made.

In 1900-01 the sub-normal department was reduced from one year to a half year by discontinuing instruction in certain subjects and by confining the work to reading, physical geography, arithmetic, U. S. history, grammar, and physiology⁵⁰. This forced those students who needed instruction below these subjects to get it elsewhere.

Attempts were soon made to extend the principle of election that had been introduced into the new courses of 1899-1900.



PROFESSOR J. T. SMITH
MISS HELEN HALLIBURTON

MISS KATE ROWLAND
MISS HATTIE COMINGS

SOME OF THE MEMBERS OF THE FACULTY UNDER PRESIDENT BALDWIN.
(From photographs taken while they were in the school.)

The first result of these attempts was the announcement in the catalogue for 1901-02 that two additional courses which should be called Latin Course II and English Course II, were in contemplation for the year following. These new courses differed from the old ones in allowing a little election between certain subjects in certain years. For example, the Latin Course II permitted a student to choose either geometry or zoology in the sophomore year, either geometry or trigonometry in the junior year, and physics, or trigonometry and college algebra, or English and American constitutional history in the senior year. The English Course II permitted a student to elect college algebra and analytics or English and American constitutional history in the second year. In both courses the student could choose manual training, drawing, or music in the sophomore year.

At the same time an elective course was announced as under advisement. This proposed to require of each student three units of pedagogical work, and permit him to elect fourteen units of academic work and two units of drill work such as reading and physical culture, manual training, drawing, etc. A unit was defined as a year's work, five hours a week, in any subject⁵¹.

In 1902-03 the new Latin and English courses and the elective course went into operation⁵². By this act the school placed itself squarely abreast the times as far as the elective principle is concerned. Like most other institutions it adopted the elective principle gradually, and in so doing produced the least disturbance. The old Latin and English courses were retained when the changes were made in 1902-03 for the purpose of permitting those who had begun them to finish them. They and the new Latin and English courses are retained at the present time as convenient forms for those students to follow who do not care to arrange for themselves a purely elective course.

In April, 1904, a conference consisting of State Superintendent Carrington and Presidents Kirk, Craighead, and Dearmont of the State Normal Schools was held in St. Louis for the purpose of planning a revision of the courses of study of these schools. Notwithstanding the uniform courses that had been adopted only

five years previous the schools were again becoming divergent in their curricula. In fact the uniform courses drawn up in that conference had been modified slightly by each of the schools at the time of their adoption in order to suit local conditions, and had afterwards been considerably changed. It was felt by several members of the conference that it was to the best interests of the schools to have the courses more nearly uniform than they were. Moreover, it was felt that some changes should be made in the divisions of the school year, the credit given for high school work, etc. Hence this conference was called.

After much debate, the conference agreed upon a plan which was based upon another that had been worked out by the faculty of the Warrensburg school. In justice to President Kirk it should be said that he opposed to the end of the conference the changes that were proposed, and only, after they had been somewhat modified, did he give his consent to them, and then very reluctantly.

The conference recommended that each of the schools should adopt the following plan⁵³:

1. The school year of forty-eight weeks shall be divided into four quarters of which the Summer School shall be one quarter.
2. Thirty-six weeks work in any subject, five days in the week, with fifty minute recitations, shall constitute one unit.
3. Eighteen units shall be required for graduation in the Normal Course, of which the following shall be constants and shall be required of all students: Pedagogy, 3; English, 2; Mathematics, 2; History, 1; Science, 1.
4. The remaining required units shall be elective, subject to the restrictions of the following recommended courses. A. Regular Course: Pedagogy, 3; Academic Subjects, 13, including the six non-pedagogical constants above given; Special Subjects, 2. B. Special Course: Pedagogy, 3; Academic Subjects, 9; Special Subjects, 6.
5. Eight units shall be required for graduation in the A. B. course, in addition to the requirements for the regular Normal course, five of which shall be selected from the following: Latin,

Greek, German, French, Mathematics, History, English, Science; and graduate work must be an extension of the student's major or allied minor subjects.

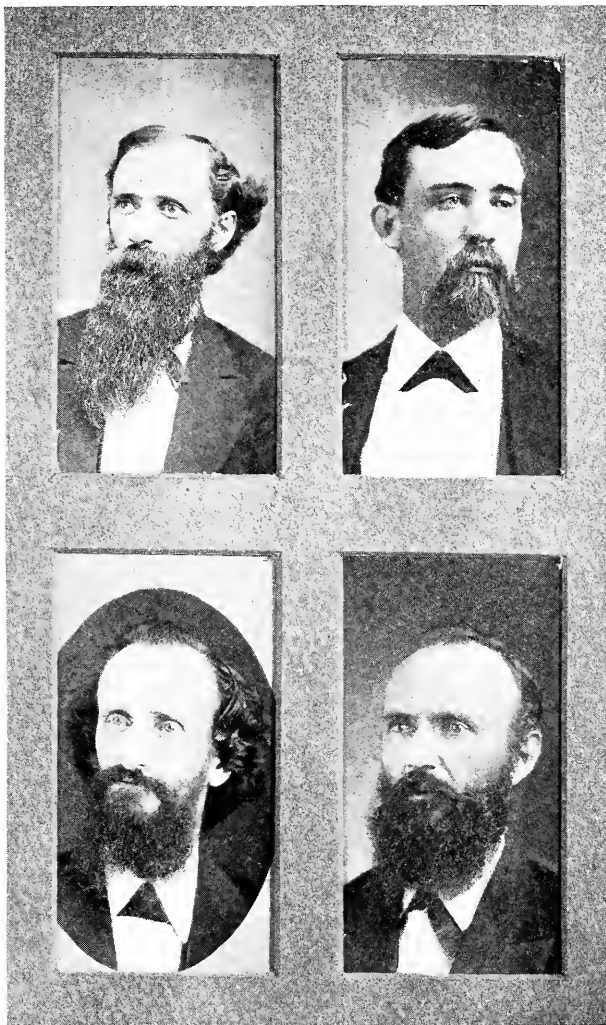
6. Graduates of approved, first-class, four-year high schools shall be given credit for ten units on the regular Normal course; graduates of approved, second class, three year high schools shall be given credit for seven units on the regular Normal course; graduates of approved third class two-year high schools shall be given credit for only four units on the regular Normal course.

7. All students who bring teachers' certificates shall be admitted to the Sub-Normal classes without examination.

This plan was adopted by the Boards of Regents of the three schools. The plan, however, was put into operation in the Kirksville school only in part, owing to certain modifications made by President Kirk. Those features which provided for dividing the school year of forty-eight weeks into four quarters and for defining a unit in a subject as thirty-six weeks, five recitations a week, with fifty minutes to a recitation, were put into actual operation. But the number of units required for graduation in any advanced course was left as it had formerly had been. Nominally the number is eighteen as according to the adopted plan, but in reality the number is nineteen. This is due to the fact that one of the eighteen units recommended by the plan, is included in the sub-normal or preparatory year. In addition to the requirements of the sub-normal year, eighteen units are required for graduation. By making this arrangement the standard of the Kirksville school has been slightly raised above that of the other schools which adopted the plan completely.

Moreover, no attempt was made to carry out the scheme of credit for high school work. The school follows its own plan of crediting such work which it has made use of quite successfully for some years⁵⁴.

A change in the degrees conferred has been made in President Kirk's administration. In May, 1903, the degrees Bachelor of Pedagogy and of Master of Pedagogy were substituted in place



PROFESSOR B. S. POTTER
PROFESSOR S. S. HAMILL

PROFESSOR J. U. BARNARD
PROFESSOR C. H. DUTCHER

SOME OF THE MEMBERS OF THE FACULTY UNDER PRESIDENT BALDWIN.

(From photographs taken while they were in the school.)

of Bachelor of Scientific Didactics and Master of Scientific Didactics⁵⁵.

Before drawing any conclusions on the courses of study, let us notice carefully the means the school had at its disposal for carrying these into operation. That will occupy us in the next chapter.

NOTES.

1. Catalogue, North Missouri Normal School, 1868-69, p. 11; 1869-70, p. 11.
2. Ibid, 1868-69, pp. 18-20; 1869-70, p. 19-20.
3. Professor Nason is authority for these facts.
4. Ibid, 1868-69, pp. 4-5; 1869-70, pp. 4-5.
5. Ibid, 1868-69, pp. 6 and 10; 1869-70, pp. 6 and 10.
6. Ibid, 1868-69, p. 10.
7. Ibid, 1868-69, pp. 14-16.
8. Ibid, 1868-69, p. 22.
9. Fourth annual circular of the North Missouri Normal School.
10. Catalogue, University of Missouri, 1868-69, pp. 11-13.
11. For President Baldwin's ideas on the function of the normal school, see his commencement address delivered in Kirksville in June, 1871, in the Catalogue of the State Normal School, Kirksville, 1871-72, pp. 28-33.
12. Transcript from Minutes of Regents, 1870-73, p. 35.
13. Catalogue, State Normal School, Kirksville, 1871-72, pp. 8-9.
16. Ibid, p.20.
15. Ibid, pp. 15-16.
16. Ibid, 1872-73, p. 14; 1875-76, p. 21; 1876-77, p. 23; 1877-78, p. 25; 1878-79, p. 24; 1879-80, p. 21; 1880-81, p. 18.
17. Ibid, 1871-72, p. 11.
18. Ibid, 1875-76, p. 17.
19. Ibid, p. 17.
20. Transcript from Minutes of Regents, 1870-73, p. 106.
21. Catalogue, State Normal School, Kirksville, 1883-84, p. 20.
22. Ibid, 1875-76, p. 21; Minutes of Faculty for 1877-78 contain frequent notices of the "Normal Institutes."
23. Catalogue, State Normal School, Kirksville, 1872-73, pp. 7 and 11.
24. Ibid, 1874-75, p. 16; 1876-77, p. 20; 1884-85, pp. 6-7.
25. Ibid, 1872-73, p. 11.
26. Ibid.
27. Ibid, 1874-75, p. 16.

28. Ibid, 1876-77, pp. 20-21.
29. Ibid, 1879-80, pp. 18-19.
30. Ibid, 1874-75, p. 16; 1875-76, p. 19; 1876-77, p. 19; 1877-78, p. 21;
1878-79, p. 20; 1879-80, p. 17; 1880-81, p. 15.
31. Ibid, 1874-75, p. 31.
32. North Missouri Register, Feb. 25, 1875.
33. Catalogue, State Normal School, Kirksville, 1873-74, pp. 26-31.
34. Ibid, 1883-84, p. 20.
35. Ibid, 1885-86, p. 16.
36. Ibid, 1886-87, p. 17.
37. Ibid, 1883-84, p. 17.
38. Ibid, 1885-86, p. 19.
39. Ibid, 1886-87, pp. 20-21.
40. Ibid, 1885-86, p. 21.
41. Ibid, 1892-93, p. 26.
42. Ibid, 1883-84, pp. 6-7.
43. Bulletin, State Normal School, Kirksville, June, 1902, pp. 38-39.
44. Catalogue, State Normal School, Kirksville, 1899-1900, pp. 11-13.
45. Ibid, pp. 13-14.
46. State Superintendent's Report, 1875, p. 13.
47. North Missouri Register, Jan. 13, 1876.
48. State Superintendent's Report, 1881-82, p. XII.
49. Catalogue, State Normal School, 1899-1900, pp. 11-13.
50. Ibid, 1900-01, p. 25.
51. Bulletin, State Normal School, Kirksville, June, 1901, pp. 30-31.
52. Ibid, June, 1902, pp. 19-22.
53. Bulletin, State Normal School, Warrensburg, June, 1904, pp. 28-29.
54. Bulletin, State Normal School, Kirksville, June, 1902, pp. 27-31.
55. Ibid, pp. 38-39.

CHAPTER IX.

THE ACADEMIC DEPARTMENTS.

A well regulated school of today is organized with several distinct departments. In each of these departments, instruction is given in only one subject or a group of closely allied subjects, and over each there presides a specialist who gives his whole time to this work and to nothing else, and who may have one or more assistants. This institution has been a long time in getting itself organized on this sort of a basis. How the work of the school was done before the present organization was attained, and why the departmental system was so slow in arising, will occupy our attention largely in this chapter.

While the school was a private institution, departments, according to the above definition, were absolutely lacking. No member of the faculty confined his instruction to one subject or even a group of closely allied subjects. Each was compelled to teach a variety of subjects which were oftentimes very dissimilar. A glance at the way the work was divided among the teachers in any one year will illustrate this fact. Let us take the year 1868-69. In that year President Baldwin taught the professional subjects, elocution, and Greek; Professor Nason taught English, history, natural science, and Latin; Professor Greenwood, mathematics and physiology; Professor Pickler, bookkeeping, penmanship, and mathematics; Professor Ferris, geography, penmanship, and drawing, and in addition acted as Principal of the Model School¹. Perhaps each of these teachers actually taught one or two other subjects in addition to these that were assigned to them in the catalogue.

In September, 1871, that is very shortly after the school had become a state institution, a beginning was made towards organizing the pedagogical, English, and mathematical departments on a modern basis. This was done by relieving President Baldwin, Professor Nason, and Professor Greenwood of the

subjects which they had been forced to teach except those that pertained to pedagogy, English, and mathematics, and by assigning to them respectively those subjects².

The professional or pedagogical department was fairly well organized at this time. It is true that certain subjects were included in this department which are not considered today as essentially pedagogical, some of which are not given by the school at all at present; nevertheless some member of the faculty has from that time to this given his whole teaching time to instruction in the courses in pedagogy. When the President of the school has served in this position, he has usually had an assistant.

Only a beginning, however, was made in 1871 towards organizing the English and the mathematical departments. The courses in history were taught as a usual thing by the professor of English until 1879-80, at which time other provision was made for that subject³. It was not until that year, therefore, that the English department was definitely established.

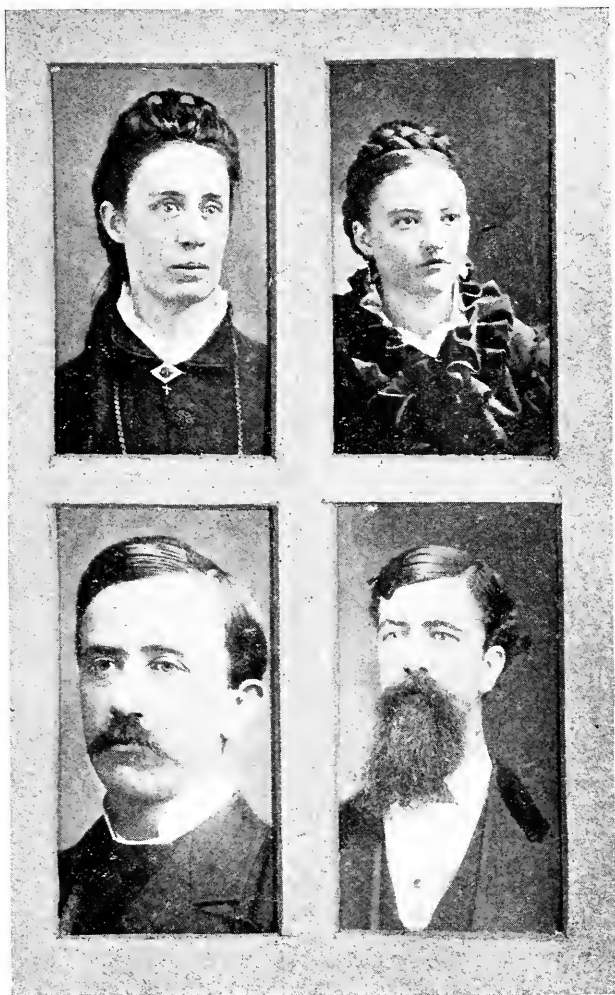
Physics and astronomy were considered as courses in applied mathematics and were taught regularly by the professor of mathematics until 1899-1900, except the years 1888-89 to 1890-91 inclusive, when he was relieved of physics and given chemistry instead⁴. The mathematical department as it exists today began to take shape in 1899-1900. In that year the professor of mathematics was relieved permanently of physics and astronomy, the former having been joined with chemistry to constitute another department, the latter having been dropped from the course of study altogether. Unfortunately he was forced to teach physiology in that same year, and this compels us to set as the date for the definite establishment of that department the year 1900-01. In that year the professor of mathematics taught pure mathematics only for the first time in the history of the school.

In 1879-80 the department of geography and history was organized⁵. Prior to that date the subjects that were taken to constitute this department, had been taught by different teachers in connection with other work. Generally history had been

taught by the professor of English, while physical geography fell usually to some one who was teaching some of the natural sciences. The department of geography and history remained apparently distinct until 1887-88 when elocution was added to the subjects taught by the professor of geography and history⁶. In 1892-93 civil government was also added⁷. This combination of elocution, history, geography, and civil government remained the work of one teacher until 1899-1900 when the department of history and political economy was organized. In 1900-01 the department of European history was established. In the same year a beginning was made towards organizing the department of American history and government. It was not definitely formed until 1903-04, at which time the professor of American history and civil government was relieved of the classes in Latin that he had been forced to teach.

The department of natural science seems to have had its definite beginning in 1880-81⁸. In that year it appears that all the subjects grouped under that heading were assigned to one professor who used his entire time in giving instruction in them. Prior to that year, chemistry, geology, zoology, physiology, and botany, subjects which constituted this department, were divided among a number of teachers who taught, in addition to their quota of these subjects, a number of other things, although it is possible that in 1876-77 all the natural sciences were taught by one instructor who gave his whole time to them⁹. However that may be, it was not until 1880-81 that this sort of an arrangement became regular.

The natural science department remained as organized in 1880-81 until a beginning was made towards organizing the three distinct science departments of today. The first step in that direction was taken in 1899-1900 when chemistry was separated from the natural science department and joined with physics which was taken from the department of mathematics. This was the beginning of the present department of physical science¹⁰. Owing to the fact that the professor of physics and chemistry was compelled to assist in mathematics and psychology in 1899-1900, it



MISS M. T. HENDERSON
PROFESSOR T. BERRY SMITH

MISS EMMIR THOMPSON
PROFESSOR J. W. SHRYOCK

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was not until the next year when he was relieved of this extra work that the department was definitely established. This department will quite likely be divided very shortly into two departments, one in physics, the other in chemistry.

Out of the group of subjects left in the natural science department after chemistry had been detached in 1899-1900, there have grown up the departments of zoology and of agriculture and botany. After a number of temporary arrangements had been made from 1900 to 1902, the two departments were definitely established in 1902-03¹¹.

It was not until 1891-92 that the Latin department was definitely organized¹². Up to that year Latin had been taught by various instructors who had been forced to give their attention to many other things. Since that year at least one professor has given his entire time to instruction in Latin.

Courses are being offered today by this institution in German, French, Greek, and library work¹³, but none of these constitutes a department. The German classes are taught by a man who gives only a portion of his time to the institution, and the classes in French, Greek and library work are taught by teachers in the school who are also engaged in other departments.

Courses are also given in elocution, music, manual training, drawing, gymnasium work, and military tactics¹⁴. The courses in elocution, music, and manual training are organized into fully developed departments; the other courses are yet without adequate departmental organization. Instruction in music and elocution has been offered by the school ever since it was founded, but the departments of music and of elocution are of recent date. Courses in manual training have been given only five years, during which time they have always constituted a distinct department.

In attempting to show how slowly the present departments of the school have been established, something has been said incidentally of the division of those subjects that had not been organized into departments among various members of the faculty. Sometimes these arrangements resulted in queer com-

binations of subjects. A few examples will show what some of them were like¹⁵. In 1871-72 geography, botany, history, and reading were assigned to Mrs. Greenwood; Latin, vocal music, and history of art to Miss Gleason; and elocution, logic, book-keeping, and mathematics to Professor Pickler. In 1872-73 chemistry, geology, and history were assigned to Professor J. T. Smith; and geography, language and drawing to Miss Halliburton. In 1873-74 chemistry, geology, and Latin were assigned to Professor Dutcher; vocal music, penmanship, and gymnastics to Professor Williams; natural science and drawing to Miss Comings; and elocution, rhetoric and esthetics to Professor Hamill. In 1874-75 elocution, logic and bookkeeping were assigned to Professor Barnard. In 1875-76 Latin, physical geography and botany were assigned to Miss Henderson; vocal music, American literature, and physiology to Professor Williams; chemistry, zoology, geology, and civil government to Professor Dutcher. In 1877-78, natural science and Latin were assigned to Professor T. Berry Smith. In 1879-80, rhetoric, composition, methods, and Latin were assigned to Miss Heath. In 1880-81 Latin and mathematics were assigned to Professor Paden. In 1882-83 natural science and vocal music were assigned to Professor Gentry. In 1883-84 Latin and work in several departments were assigned to Professor Gentry; and physiology and mathematics to Professor Paden. In 1887-88 geography, history, and elocution were assigned to Miss Owen. In 1891-92 political economy and chemistry were assigned to Professor Muir. In 1892-93 chemistry and pedagogy were assigned to Professor Muir; and elocution, history, civics, and geography to Miss Owen. Other examples might have been given but these suffice.

Generally it was convenience that determined the grouping of the subjects that were assigned to the teachers. This is seen very clearly by noting the changes that were made in the groups of subjects assigned to the same teachers from year to year, a few examples of which are here given¹⁶.

Professor Barnard taught in this institution from 1874-75 to 1886-87. He never had less than three different subjects.

Of these, elocution was always one, and another was usually logic. The third subject was first bookkeeping, then English, then civil government, and finally methods. In one year he had professional work as a fourth subject.

Miss Henderson taught Latin, physical geography and botany in 1875-76 and 1876-77; geography, penmanship, drawing, and some of the natural sciences in 1877-78; geography and history in 1879-80 and 1880-81.

Professor Paden taught physiology and mathematics in 1879-80; Latin and mathematics from 1880-81 to 1882-83; physiology and mathematics in 1883-84; and mathematics in 1884-85.

Miss Mary Prewitt was assistant in the Model School in 1883-84; assistant in several departments from 1884-85 to 1886-87; assistant in mathematics from 1887-88 to 1903-04. Frequently she taught classes in English and in bookkeeping while acting as assistant in mathematics, even as late as 1903-04.

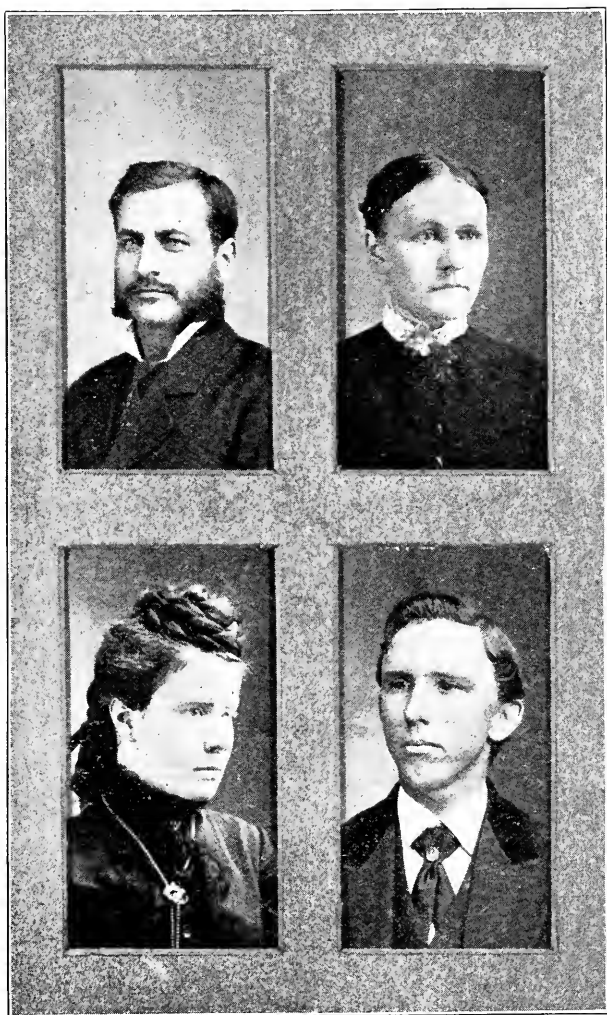
Professor Gentry taught natural science and vocal music in 1882-83; from that year to 1890-91 inclusive he taught Latin and one other subject which was mathematics, logic, physics, or music as the case might be. Beginning in 1891-92 he has taught Latin exclusively.

Miss Owen taught geography and history from 1882-83 to 1886-87 inclusive; in 1887-88 elocution was added to her work, and in 1892-93 civil government was also added. She taught this combination of four subjects from 1892-93 to 1898-99 inclusive; from that year to 1903-04 inclusive she taught reading and physical culture and occasionally assisted in English.

Professor Muir taught methods and acted as Principal of the Model School in 1890-91; political economy and chemistry in 1891-92; chemistry and pedagogy in 1892-93; and pedagogy in 1893-94.

Professor Swanger taught English in 1887-88 and 1888-89; physics and English in 1889-90; physics, natural science and mathematics in 1890-91; mathematics from 1891-92 to 1893-94 inclusive.

From these examples it will be seen how the same instructor



PROFESSOR G. W. KRALL
MISS ALICE HEATH

MISS ADA OLDHAM
PROFESSOR W. H. BAKER

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was frequently shifted from one subject to another, especially in the early years of the institution. But it must not be understood that in recent times there have been no mixed combinations of subjects and no shifting from one subject or group of subjects to another. Even since President Kirk began his administration, these combinations and these shiftings have occurred several times. In 1899-00 Professor Norton taught physiology and mathematics; Professor Weatherly taught chemistry, physics, geometry, and psychology; Miss Hall, history and English; Miss Westlake, history, civil government and mathematics¹⁷. As has already been stated Miss Owen and Miss Prewitt both taught English in addition to their regular work in recent years. At present time Miss Barnes is teaching English, drawing and gymnastics, and Professor Carroll is teaching French, English, gymnasium work and military tactics. The most noticeable cases of shifting are those of Miss Parrish and Miss Barnes. Both were transferred from the Training School in 1903-04, the former having been assigned to the library and the classes in French, and the latter to the above miscellaneous group of subjects.

These conditions together with the undeveloped departments of French, German, Greek, drawing, and gymnastics leave the school incomplete in its departmental organization. The large appropriation for salaries made by the recent legislature will probably enable the school to organize several new departments at once, and thus add to its efficiency.

The question naturally arises why have the departments been so slow in being established. In response to this question, at least two reasons may be given.

1. Usually funds have been lacking so that it has not always been possible to engage a faculty large enough to give each member a distinct department. This was particularly true of the early period of the school's history. Indeed it has only been within the last five years that the appropriations have been large enough to permit of as many distinct departments as now exist.

2. When the school was established in 1867 the idea prevailed that the members of the faculty should be able to teach

a number of subjects rather than be specially qualified in any one. It was felt that specialists were abnormal in their training and would not give the best results, especially with students who were preparing for public school work.

In this connection it should be borne in mind that at that time many a subject that now constitutes a whole department in itself, was far from being developed. This is particularly true of the sciences and history, both of which were taught largely from text books only. The undeveloped condition of these subjects oftentimes made it impossible to treat them as separate departments. Moreover, as instruction in many of them was largely from text books, an active teacher might soon qualify himself to teach most of them. It was therefore of little inconvenience to the teachers to be shifted from one subject to another as we saw many of them were in the early days of the school.

Even after many of these subjects had been developed enough to justify placing them in the hands of specialists who would give their entire time to them, and after the revenues of the school had begun to be increased, the old idea that normal school teachers ought to avoid specialization prevailed for a long time among those who had charge of the administration of the school. For a while, even President Kirk, under whose administration the organization of departments has gone on most rapidly, advocated this idea, and during his first year purposely put it into operation in several instances.

NOTES.

1. Catalogue, North Missouri Normal School, 1868-69, p. 2.
2. Catalogue, State Normal School, Kirksville, 1871-72, p. 6.
3. Ibid, 1879-80, p. 6.
4. Ibid, 1889-90, pp. 2-3; 1890-91, pp. 2-3.
5. Ibid, 1879-80, pp. 6, 25.
6. Ibid, 1887-88, p. 3.
7. Ibid, 1892-93, p. 5.
8. Ibid, 1880-81, pp. 3, 21-22.
9. Ibid, 1876-77, pp. 6, 24-26.
10. Ibid, 1899-00, p. 4.

11. Ibid, 1900-01, p. 3; Bulletin, State Normal School, Kirksville, June, 1901, p. 3; June, 1902, p. 1.
12. Catalogue, State Normal School, Kirksville, 1891-92, p. 3.
13. Bulletin, State Normal School, Kirksville, June, 1904, p. 30.
14. Ibid.
15. See the faculty lists in the catalogues of the school for the years mentioned in this paragraph.
16. See the faculty lists in the catalogues of the school for the years mentioned in the next seven paragraphs.
17. Catalogue, State Normal School, Kirksville, 1900-01, pp. 28-29.

CHAPTER X.

THE TRAINING SCHOOL.

The foregoing chapter has dealt altogether with the academic departments of study. No mention was made in it of the Training School, or the Model School as it was sometimes called, in order that special attention, which its importance justifies, might be given it here.

As has already been brought out in the chapter on "The Courses of Study," a Model School was established in connection with the school when it was founded in 1867, and was maintained until December, 1873. It has also been made clear that this department served not only to exhibit to the students of the normal department the best methods of teaching as used by the skilled instructors who were employed to conduct it, but also to prepare many students who were somewhat advanced in years for the work in the normal department. This Model School was never a practice school for prospective teachers. It always purported to be an actual "model school".

This school was divided into three departments, the primary the intermediate, and the grammar departments, each of which covered two years work. When it was first established, Professor F. L. Ferris was Principal of the grammar department, Mrs. L. D. Ferris of the intermediate department, and Mrs. Amanda Greenwood of the primary department. These teachers remained in charge of these departments for three years². We have no information as to how the "Model" was organized or who conducted it in 1870-71 and 1871-72. Miss Kate Rowland was Principal of the Model School in 1872-73 and Miss Stephan from September to December, 1873³.

The enrollment for the different years was as follows⁴:

1867-68,	144.	1870-71,	68.
1868-69,	220.	1871-72,	48.
1869-70,	—.	1872-73,	53.
		Sept. to Dec., 1873,	33.

From this table it will be seen how much the enrollment of the last year was reduced from that of the first two years, and how the enrollment for the period after the school had been made a state institution gradually dwindled. It is not surprising then that President Baldwin and Miss Stephan recommended to the Board of Regents in their meeting in December, 1873 that the Model School should be suspended, and that the Board acted in accordance with that recommendation⁵.

It was evidently not the intention of President Baldwin or perhaps of the Board to give up permanently the idea of having a Model School. This is seen in the fact that the faculty list in the annual catalogues contained until 1878-79 inclusive a blank space for the name of the Principal of the Model School who it was doubtless thought would be selected after the school had begun its year's work⁶.

The Model School was not restored until November, 1882, over a year after President Baldwin had left the school. The credit for its restoration belongs largely to President Blanton who took charge of the administration of the school in September, 1882, though there are evidences that the matter had been thought of by the school even before he had been elected to the Presidency. The faculty discussed it at least once in a very serious manner in February, 1882, but finally reached a decision to make no recommendations concerning the matter to the Board⁷. In the spring of that year Acting President Nason went to Warrensburg to assist in examining the candidates for graduation in the State Normal School of that place. While there he had an opportunity to observe the workings of the Model School which had been established in connection with it at the first of that school year. On returning to Kirksville, Professor Nason began anew the agitation in favor of such a school at Kirksville. When Professor Blanton was elected President, he took up the matter with vigor and early success. On November 13, 1882, the Model School was reopened under the supervision of Miss S. Augusta Jayne⁷.

The school was during its first year without any special

quarters of its own, having been accommodated in the various rooms of the building. In September, 1883, it was installed in the rooms which had been newly fitted up in the basement during the previous summer. The basement had up to that time been used only for the heating apparatus. Through a special appropriation of \$3500 which the Legislature made in April, 1883⁹, several rooms were built in it and the ground immediately surrounding the building was terraced as it is today. In these new quarters the Model School remained until it was removed to the annex that was built on the northeast of the main building in 1901¹⁰.

Unlike the Model School which existed in the early years of the school, the one which was re-established in 1882 gave opportunities for practice teaching by the students of the normal department from the very start. Indeed it is doubtful whether the term "Model School" was a proper one to use for it. It was in reality a Practice or Training School and not a "Model." It was not until President Kirk's administration that the name was changed to Training School¹¹.

The "Model" as re-established was organized at first into two departments, the primary and the junior departments, each of which covered three years of work¹². In 1885-86, the senior department, which covered two years of work, was added.

As far as is known no change of any importance in the work or organization of the Model School was made during President Dobson's administration. Under President Kirk a number of changes have been made, owing largely to the increase in the appropriations. In addition to the new quarters that were secured when the annex was built in 1901, the apparatus used in the work of the school and the teaching force have been considerably enlarged. There are now a supervisor, a grammar and a primary critic teacher, and a kindergarten teacher. Prior to 1900-01, there had been only a supervisor, or principal, with occasionally one assistant. The kindergarten department was established in 1900-01 and has proved to be a very important part of the Training School. In all probability better results on the

part of both the children and the student teachers are being realized now than in any other period of the history of this department of the school.

At the present writing, March, 1905, another new department in the Training School is being planned. Arrangements are being made for the immediate erection on the campus of a



MISS MONTANA HASTINGS.

Supervisor of the Training School since September,
1903.

model, rural school house. The equipments will be modern, and yet of such a character that they may be installed in any rural district in the state. The entire cost of the completed building will not exceed one thousand dollars. In this building will be gathered as miscellaneous a lot of children as can be found in the town who will receive instruction at the hands of a specially com-

petent teacher for the work. The school will be in every respect a model school. It will serve to show the students of the normal department how a good rural school should be conducted, and at the same time it will exhibit to the people of the state what may be done in the way of a building with modern equipments in any part of the state, for not over one thousand dollars. It is planned to have this model rural school open for work next September. When it is established, it will be the most unique institution in the educational world. Nothing like it now exists. The idea was conceived by President Kirk who has been making for years a special study of the needs of the rural schools.

The Principals, or Supervisors, of the Training School since its re-establishment in 1882 are as follows¹³:

Miss S. Augusta Jayne,	1882-83 to 1886-87.
Professor J. T. Muir,	1887-88 to 1888-89.
Miss Marguerite Pumphrey,	1889-90 to 1893-94.
Mrs. Anna Seitz,	1894-95 to 1897-98.
Miss Mary DeWitt,	1898-99.
Miss Ophelia Parrish,	1899-1900 to 1902-03.
Miss Montana Hastings,	1903-04 to ———

NOTES.

1. See pages 103-104.
2. Catalogues, North Missouri Normal School, 1868-69, p. 2; 1869-70, p. 2.
3. Catalogue, State Normal School, Kirksville, 1872-73, p. 6; N. Mo. Register, Sept. 18, 1873; Transcript Minutes of Regents, 1870-73, p. 106.
4. Catalogue, North Missouri Normal School, 1868-69, p. 20; 1869-70, p. 21; Catalogue, State Normal School, Kirksville, 1871-72, p. 27; 1872-73, p. 29; 1873-74, p. 31; 1874-75, p. 14.
5. Transcript from Minutes of Regents, 1870-73, p. 106.
6. See faculty lists in catalogues from 1874-75 to 1878-79 inclusive.
7. Faculty Minutes, Feb. 17, 1882.
8. Catalogue, State Normal School, Kirksville, 1883-84, p. 20.
9. Laws of Missouri, 1883, p. 6.
10. Bulletin, State Normal School, Kirksville, June, 1902, p. 6.
11. Catalogue, State Normal School, Kirksville, 1901-20, p. 7.
12. Ibid, 1883-84, pp. 23-25.
13. See the faculty lists in the catalogues of the school from 1882-83 to 1904-05 inclusive.

CHAPTER XI.

THE LIBRARY AND THE LABORATORIES.

Among the most important equipments of a school are the library and the laboratories. Generally the efficiency of the work done in any school may be determined by the character of these equipments which it affords. This institution was forced for a long time to work with very meager library and laboratory facilities. Why this was so and how a start has been made towards adequate equipments on a modern scientific basis will occupy us in this chapter.

The library of the school was first mentioned in the second annual catalogue in which it was referred to as a "distinguishing feature¹". In what sense it was such at that time it would be hard to say, as there is no evidence that it began to have an existence until 1871². The first definite statement concerning the library was contained in the catalogue giving the announcements for 1872-73. There it was stated that about one thousand volumes of standard works had been secured by purchase and donation³. It was a long time before any increase in the size of the library was announced.

When the school occupied its new building in January, 1873, the library was divided into three parts, the general, the reference, and the professional libraries. Each of these was installed in a separate place. The general library was kept in the room in the tower north of the chapel, and contained "choice standard works." An American Encyclopedia, several dictionaries, and "many leading text books" constituted the reference library, and were placed in cases on the platform in the chapel. It was announced that it was intended to make this the most extensive library of its kind in the west, and it was hinted that this end would be accomplished through donations from the different publishers of "this country and Europe." The professional library was kept in the "Principal's room," and was designed to embrace "all the books and reports that could aid the teachers."⁴

At the same time the library was organized on the above basis, it was arranged to use the chapel as a reading room during certain hours of the day. There were placed on file in it a few newspapers and sometimes some magazines for the use of the students⁵.

Very shortly after the school became a state institution, the United States government made it a depository for its various publications, and still continues to do so.

Each year some member of the faculty was elected librarian. Upon him fell the task of keeping the general library open on certain days, and attending to the letting out and receiving of books. All of this work was performed by the librarian in addition to his regular duties as a teacher⁶. It appears, however, that he was sometimes assisted by student monitors⁷.

The above arrangement of the library with its three divisions, each in a separate room, and with some member of the faculty acting as librarian, remained unchanged down to the beginning of President Kirk's administration. However some growth was made during the administrations of Presidents Blanton and Dobson. Brief mention must be made of this.

Under President Blanton the library was considerably enlarged. This was particularly true of the division known as the general library. It was President Blanton's ambition to get the students to read widely in the best of literature. To this end he used whatever funds were available for the library in purchasing books on fiction and history. There was no particular intention that these books should be used in the preparation of work in the classes in literature and history; their purpose was for general culture mainly. The catalogue of the library that was printed at the close of President Blanton's administration, shows that it contained over two thousand classified books in addition to about as many more government publications and other unclassified books⁸. The report of the librarian in 1890 in which the number of books drawn out for four years was given, shows that the library was being used extensively, and that the reading habit among the students was growing from year to year⁹.

During President Blanton's administration the literary societies were induced to purchase books of their own and keep them in their own halls. Some of these libraries contained a fairly large number of books.

The most important improvement made by President Dobson was the removal of the general library from the room in the tower to a room of about the same size just west of the chapel, and the fitting up of room number twenty, which adjoined the new general library room, as a reading room. By removing the partition, the two rooms were thrown into one. Arrangements were then made for keeping the library open during school hours every day in the week, so that the students were enabled to make use of the library books in the reading room at any hour in the day, instead of being limited to drawing out books at a few specified times in the week. Moreover, the newspapers and magazines that had been kept on file in the chapel were now placed in the new reading room¹⁰.

Meager as these equipments were, great praise must be paid to Presidents Baldwin, Blanton, and Dobson for what they accomplished. They did all that could possibly be done with the means at their command. Not one cent did they receive from the Legislature for the support of the library. The money spent for books during their administrations was raised by means of entertainments by the faculty and by the societies, by lectures, by donations, by excursions, and the like. For a short time during President Baldwin's administration the proceeds from the rental or the sale of the text books which the school kept, were used for increasing the library¹¹. Sometimes the amount raised by the above means would come to several hundred dollars in the course of a year, but frequently the amount would be very small.

It was provided in the act which was passed by the Legislature in 1873 legalizing the sale of the original property of the school, that one third of the proceeds realized from the sale might be used for the purchase of books¹². It is possible that a part of these proceeds was used in starting the library, but no record to that effect has been found. The persistent refusal of the Legis-

lature until 1899 to appropriate anything to the support of the library, is the cause for its slow growth. What was done up to that year merits, therefore, all the more our hearty appreciation.

The wonderful development of the library during President Kirk's administration has been made possible by the special appropriations that have been made by the Legislature. When he came to the school in the fall of 1899, he found that the \$2500 which had been appropriated by the Legislature for the library and the laboratories a few months before, was practically intact. Small though this appropriation was, it was enough to begin the reorganization of the library and the laboratories.

The first step taken was the formation of departmental libraries. This was accomplished by taking from the general library those books that might be used as references in the classes and placing them in special book cases in the rooms of the different departments. Those departments in greatest need of new books, were each given a part of the available library fund with which the same might be purchased. One of the objects in forming departmental libraries was to bring the students into daily contact with reference books, and this, it was said, would be best attained under the circumstances by having the books in the different recitation rooms under the care and keeping of the teachers in charge¹³.

The library continued as thus organized for four years. During this period the growth was slow but steady. In 1901, the Legislature appropriated only \$1000 for libraries and laboratories. The number of books purchased in the next two years was not very large. But the appropriation in that year for a new building had a most important bearing on the library, inasmuch as this building when completed contained a spacious library room. In 1903, an appropriation of \$5000 for equipping this new library room with fixtures and books was secured. These provisions have made it possible to begin the organization of the library on a modern, scientific basis. Under the direction of Miss Parrish, who was made librarian in June, 1903, the departmental libraries have been merged into the general library and

the books have been classified and catalogued according to the Dewey decimal system.

The aim has been to build up a working library. To that end many duplicate copies of such books as may be used by the students in the preparation of their class work, are purchased. It is considered a better investment to buy many duplicates of a



MISS OPHELIA PARRISH.

Under whom the present organization of the library
was effected.

fewer number of excellent hand books than to buy single copies of a greater number of titles.

Although it has been less than two years since the library has been reorganized, it has already outgrown its new quarters. Plans are in contemplation for an increase of room in the near future. Probably the whole of the present floor on which the

library is located will be used for it. In case this is done, its efficiency will be more than doubled. The appropriation for the library made by the recent session of the Legislature, while it was not as large as asked for, will make it possible to add many hundred volumes. If financial support is continued in adequate amount for a few more years, the library will become one of the most serviceable of its kind in the country.

The history of the laboratories of the school has been very much like that of the library. From the first the "apparatus" was spoken of as a "distinguishing feature" of the institution¹⁴, but there is no evidence that any laboratories existed until 1871-72. In the catalogue for that year it was announced that "the Regents have placed a sufficient sum of money in the hands of the Faculty to purchase all necessary chemical and philosophical apparatus".¹⁵

The growth of the laboratories from this small beginning was very slow. This was due to the fact that no appropriation was made for the purchase of scientific apparatus until 1899. Up to that year all the money expended for laboratory appliances was derived from entertainments like those given for the library, and from the incidental fund. Though this fund amounted to several thousand dollars each year, it was drawn upon for so many things that the amount that could be used for the laboratories was very small. Donations of various kinds, particularly of specimens, were frequently received.

The small room that stands directly east of the chapel was the place where all the apparatus and specimens for the study of the sciences were kept. This room was called the cabinet room or the museum. In the course of a few years it was filled with apparatus and geological, botanical, and zoological specimens. Many of these specimens were contributed by the students who gathered them during the vacations and brought them to the school at the opening of the following terms¹⁶.

The cabinet room was the only laboratory which the school afforded until the heating plant was removed in 1899 from the basement and installed in its present quarters to the rear of the building. After that was done, two rooms were fitted up in the basement,

one for chemistry, the other for physics. Some increase was made in the apparatus used in these laboratories, but until 1899 the amount was very small. Notwithstanding that, some very excellent work was done in them owing to the skill of the men who had them in charge. Experiments in the X-rays were performed in the physics laboratory very shortly after they had been discovered¹⁷.

Until recent years, as has already been noted in another chapter, all the sciences except physics, which was joined to mathematics, were grouped in one department called the natural science department. With the formation of the three distinct departments of physics and chemistry, of zoology, and of botany and agriculture, there has been an increase in the number of laboratories and in the equipments of each. This improvement has been made possible by the special appropriations that have been made by the Legislature since 1899.

The new building, for which a special appropriation of \$50,000 was made by the recent Legislature, will be used largely by the science departments. In it all the laboratories and recitation rooms of these departments will be located. This additional room will add greatly to their efficiency.

NOTES.

1. Catalogue, North Missouri Normal School, 1868-69, p. 22.
2. Catalogue, State Normal School, Kirksville, 1871-72, p. 20.
3. Ibid, 1872-73, p. 20.
4. Ibid, 1873-74, p. 20.
5. Ibid, 1873-74, p. 21; N. Mo. Register, Jan. 14, and Feb. 18, 1875.
6. Faculty Minutes, Feb. 1, 1871; Aug. 30, 1873; Aug. 31, 1874; Sept. 13, 1875; Sept. 10, 1877; Sept. 5, 1879; Aug. 30, 1880; Sept. 5, 1881.
7. The Tattler, Jan. 23, 1875.
8. Preface in the Catalogue of the Library of the State Normal School Kirksville, 1891.
9. Kirksville Journal, June 26, 1890.
10. Kirksville Democrat, Aug. 13, 1897; Normal Message, Sept. 1897, p. 24.

11. Fourth Annual Circular of the North Missouri Normal School: Catalogue, State Normal School, Kirksville, 1871-72, p. 7; 1872-73, p. 3.
12. Laws of Missouri, 1873, p. 79.
13. Catalogue, State Normal School, Kirksville, 1899-1900, p. 7.
14. Catalogue, North Missouri Normal School, 1868-69, pp. 22-23.
15. Catalogue, State Normal School, Kirksville, 1871-72, p. 20.
16. Ibid, 1872-73, p. 20; 1873-74, p. 21; 1874-75, p. 26; 1878-79, p. 28; 1879-80, p. 24.
17. Kirksville Democrat, March 27, and April 3, 1896

CHAPTER XII.

THE FACULTY.

In this chapter it is planned to give a sketch of the founder of the school, of each of his associates in its establishment, and of each of the succeeding Presidents, and to give a complete list of all those who have been regular members of the faculty with their terms of service in the school.

PRESIDENT JOSEPH BALDWIN.*

Joseph Baldwin was born at New Castle, Pennsylvania on October 31, 1827¹. On his mother's side he was of Scotch Irish descent, on his father's side of Quaker descent. Tradition has it that the founder of the Baldwin family in this country came with William Penn to Pennsylvania.

His early education was obtained in the district school, and his preparatory education for admission to college at Bartlett Academy, Newcastle, Pennsylvania. In 1848 he entered Bethany College, Virginia, from which he was graduated with the A. B. degree in July, 1852. Among his instructors in this institution was Alexander Campbell, then in his prime.

In August, 1852 he was married to Miss Ella Sophronia Fluhart of Ohio. Immediately after their marriage, they came to Missouri, and in the fall he opened the Platte City Academy in Platte county of this state. In the next year, he and his wife undertook the management of a ladies' boarding school at Savannah, Missouri, and maintained it for three years. In 1856 he helped to organize the Missouri State Teachers' Association in St. Louis, and was elected Vice President. The meeting was attended by Horace Mann, from whom he drew a great deal of helpful and stimulating inspiration.

After having spent four years in Missouri, he returned to his native state and spent one year there, part of his time con-

*For a picture of President Baldwin, see the frontispiece.

ducting the Lawrence County Normal School and the rest of the time attending the Millersville Normal School. From Pennsylvania he went to Indiana, where within the next ten years he conducted several private Normal Schools; one at Burnettsville from 1857 to 1859, one at Kokomo from 1859 to 1863, and one at Logansport from 1864 to 1867. The interval between his schools at the last two places was spent in the Union army.

The story of his coming to Kirksville in 1867 and opening a Normal School in the building known as Cumberland Academy and maintaining it as a private institution for over three years, has already been told². There has also been related much of his life from the time the school became a state institution down to the close of his administration, inasmuch as whatever history the school had during that period centered largely about his personality. There remains only to relate briefly his career after leaving Kirksville, and to make some estimate of his life and character.

In the summer of 1881, President Baldwin was elected to the Presidency of the Sam Houston Normal Institute at Huntsville, Texas. He had been engaged by the commissioner of the Peabody Fund to go to Texas in July of that summer and do institute work. While he was there the above election took place. Though greatly regretting to leave Missouri, President Baldwin felt that it was best to accept the position that was tendered him. Conditions in Texas were then very much as they had been in Missouri in 1867 when he came to Kirksville to establish a normal school. The Sam Houston Normal Institute was at the time the only State Normal School in Texas, and had been established only two years. There was a chance to open up a field that was practically new, and that appealed very strongly to the pioneer instincts of the man. This was not, however, his only reason for going. For some years he had been the object of petty jealousies and harassing persecutions, and he had come to realize that his position in this institution was being undermined by some who assumed to be his friends. There was before him, therefore, the prospect that this opposition, which was altogether unde-

served, would result in his being displaced some time sooner or later. Doubtless this and his natural aversion for any conflict in which his own personal interests were involved, had very much to do with his decision to leave the state and accept the Texas proposition.

President Baldwin remained with the Sam Houston Normal Institute for ten years, from 1881 to 1891. At the beginning of that period the school had a faculty of seven teachers and an attendance of 200. At the close, it had a faculty of eleven teachers and an attendance of 398³. These are some of the evidences of the success that attended the work of President Baldwin in his new field.

In 1891 he was elected to the newly created chair of pedagogy in the University of Texas, and was continued in this position until 1897 when he was made Professor Emeritus of Pedagogy in that institution. He died on January 13, 1899 in Austin, Texas, where he was buried.

The life of President Baldwin is an illustration of what a man with a few great ideas and the willingness to work, may accomplish. It can not be said of him that he was a broadly learned man or a man of great versatility. Yet it must be acknowledged that as the result of long and deep thinking on some of the fundamental educational questions of the day, he reached some very sound and definite conclusions of his own, for the realization of which he spent the whole of his life. This constitutes the basis of his greatness.

He believed most firmly in the absolute necessity of the very best possible elementary and secondary education, and to this end he advocated a thorough and scientific preparation of the teachers for that work. The efforts which he put forth to bring about these results have had a marked influence upon the educational systems of Indiana, Missouri, and Texas.

As has already been said he was by instinct a pioneer. To him there was something decidedly fascinating in a field of labor that had been heretofore unoccupied. By nature he was eminently fitted to arouse enthusiasm on the part of others for a new

system, and to lead them to assist him in getting it adopted. As an organizer of new work he was not surpassed.

However, his success in further developing an established work was not as great as in initiating it. For this he was not always solely responsible. Had he received the support he should have received from the Board of Regents in the last years of his administration in this institution, he might have done much more than he did.

Very few school Presidents have been able to command and maintain the loyalty and respect of the students as he did. He attained this through the confidence he placed in them and the sympathetic interest he took in their ambitions and enterprises, thus making each student feel that he was his personal friend. This explains why his name has always been held in sacred memory by those who were under his direction.

The frank and unsuspecting nature of the man made him liable to be imposed upon by designing persons. Thinking all men were as honest as himself, he frequently found himself badly defrauded and abused. Occasionally he was led into situations which gave his enemies an opportunity to attack and abuse him while at the same time he generally refused to defend himself or to expose those who were injuring him. He was not without faults. He was but human. However, in the light of the great service which he did for the state and the purity of the motives that always actuated his life, these imperfections appear as insignificant.

His work was not confined to the school room. He was frequently before the public as a platform orator, speaking chiefly on educational topics. He was an elder in the Christian church and occasionally preached and performed other religious services. There were very few districts in northeast Missouri in which he had not spoken to the people in some way or other. He was very active in the educational associations of the state and nation, and appeared frequently in their discussions. He was a frequent contributor to some of the leading educational journals, at one time assisting in the editing of the American

School Journal. He wrote two works on pedagogy; one was entitled "School Management," the other, "Elementary Psychology." These books have been used extensively in this country and were adopted by the government of Canada for the schools of that country. His "School Management" was translated into Spanish for use in the schools of Mexico and the Republics of South America.

In making up her list of great benefactors, Missouri must always include the name of Joseph Baldwin. Coming to the state at the close of a war that had greatly injured it, he spent fourteen years of the best period of his life in building up its school system, and in that time "accomplished more for the cause of popular education than any other man in the state." As yet formal recognition has not been made of his services to the state. It is hoped that the time is not far distant when something may be done towards the erection of a monument which will be worthy of the man and the work he did for the people of this state.

PROFESSOR FRANK L. FERRIS.

It is a matter of serious regret that this sketch must be brief, owing to the fact that all efforts to obtain material sufficient for a complete account of Professor Ferris and his wife have failed. It is also a matter of regret that no pictures of them have ever been found.

Professor Ferris was born about 1840 in the state of New York. After his marriage, he and his wife were engaged in teaching private schools in several towns in Indiana, among which were Idaville, Burnettsville, and Logansport. It was while they were at the last two places that President Baldwin formed their acquaintance and frequently visited their schools. Being highly pleased with the work they were doing, he consulted with them regarding his contemplated normal school in Missouri, even before he decided to come to the state to seek out a location. Just before starting on his trip which finally brought him to Kirksville in February, 1867, he made conditional arrangements with them to the effect that if he should decide to establish a school in this state they would assist him in the work.

These conditional arrangements were made permanent as soon as President Baldwin came to definite conclusions as to what he was going to do. Professor Ferris and his wife moved to Kirksville during the spring of 1867, and during the summer he assisted President Baldwin, Professor Nason, and Professor Greenwood in canvassing this part of the state for students for the new school.

Professor Ferris was Principal of the Model School that was connected with the institution and taught the subjects in the grammar department of the "Model" and in addition geography, penmanship, and drawing in the normal department. Mrs. Ferris was the principal teacher in the intermediate department of the Model School. They remained with the institution nearly three years.

After leaving the school, Professor Ferris was Principal of the Kirksville public schools for at least one year. He finally moved west on account of his health, and died of consumption in Denver on November 18, 1873⁴. His wife survived him several years.

Professor Ferris was an excellent teacher. He was an ordained minister in the Universalist church, but never served a congregation as pastor.

On coming to Kirksville to begin his work in the North Missouri Normal School, he interested two of his young friends in Indiana to come to this school, and to board with him and his wife. One of these young men was Mr. B. F. Heiny, who is still living in Kirksville and is cashier of the National Bank of Kirksville. From him most of the data in this sketch has been acquired. The other young man was Mr. H. C. Langley, now a minister in California.

PROFESSOR WILLIAM P. NASON.*

William Pinckney Nason⁵ was born in Fairfield District, South Carolina, on May 16, 1824. Until he was twenty four years old, he lived on the farm, most of the time with his parents. His

*For a picture of Professor Nason, see page 33.

elementary education was acquired in the district schools of his neighborhood. On leaving the farm in 1849 he spent most of the year in school, part of the time in a small college at Fayetteville, Tennessee, and part of the time in an academy in Oktibbeha county, Mississippi. In the summer of 1855 he attended South Hanover College in Indiana. This closed his career as a student in school.

His first teaching was done in Pontatoc county, Mississippi in the fall of 1849. When he finished this work, he decided to explore Texas, and so spent from January to August, 1850 in roaming over Texas on a mustang. In the fall of that year he went to Oktibbeha county, Mississippi, and taught a school there for two winters.

After this experience in teaching he decided he would study medicine, and actually made a start in that direction. The death of his favorite brother who was a physician, caused him to give up the idea altogether. He then returned to teaching and continued in the profession regularly until 1887.

From 1852 to 1867 he was engaged in district or private school work in a number of states. In the winter of 1852-53 he taught in Switzerland county, Indiana, and from the fall of 1853 to the spring of 1857 he was engaged in a district school in Carroll county, Kentucky.

In the spring of 1857 he left Kentucky in company with his fellow townsman, Mr. W. T. Baird, and came to Kirksville, Missouri. They had been induced to come here by some friends who had preceded them to this county. They made the trip by boat from Carrollton, Kentucky to LaGrange, Missouri, and by horseback from the latter place to Kirksville, arriving here on March 22, 1857.

Immediately on reaching Kirksville, Professor Nason secured a school three miles northwest of town, and taught it during that spring and summer. In the fall he opened a school in Kirksville and continued it until the fall of 1860. This school was held at first in a rented building, but in 1858 he built a school house of his own on the northeast corner of Buchanan and Florence streets. The building was a one story affair, and was arranged

so that it could be divided into three recitation rooms or be opened out as one room. The school was supported in part by what public revenues existed for public education, but chiefly by tuition fees. The enrollment was as high as one hundred and thirty at one time, and two or three assistants were always employed.

In the fall of 1860 Professor Nason rented his building to the Kirksville Presbytery of the Cumberland Presbyterian church, in which the Academy, which the Presbytery had already organized, was to continue until its new building, then in process of erection, was completed. He spent the winter of 1860-61 in teaching a country school northeast of town. In the following winter he resumed his school work in Kirksville, making use of his own building, Cumberland Academy having meanwhile died out.

In the summer of 1862 he moved to Wisconsin and taught in Dartford and vicinity until March, 1865, when he returned to Kirksville where he held a spring and summer school. In the fall of that year he went to Kentucky and taught a three months school, and then went back to Wisconsin and taught a school for a few months in the vicinity of his former schools of that state. After making a visit to his father's family in Mississippi in the spring of 1866, he returned to Kirksville, and in the fall opened a school in the Free-Will Baptist church which stood then on the site of the present M. E. Church, South.

He was engaged in this school when Professor Baldwin came to town in February, 1867 in search of a suitable location for a normal school. He very shortly agreed to become one of the faculty of the new school, in fact he was the first of the local teachers with whom Professor Baldwin made arrangements for that purpose. For twenty years he was connected with the school, serving most of the time as Vice President and one year, 1881-82, as Acting President. He had charge of the classes in English and generally taught a number of other subjects until at least 1879-80.

He was a strict disciplinarian, and it frequently fell to his lot to administer the rules regulating the conduct of the students.

Many an old student will remember his experience in "Number Six" for being tardy at school. He was exacting in the requirements of the class exercises, and was very open in his criticism of those who failed to come up with their duties. Notwithstanding this sternness in the class room, he was greatly loved and respected by the students. His sincerity, his sympathetic interest in the welfare of the students, and his exemplary life won the esteem and confidence of all who came under his direction.

On severing his connection with the school, he took up pastoral work, serving several different charges in the Cumberland Presbyterian Church in this section of the state. He had been ordained as a preacher in that church in 1869, and frequently filled various engagements while teaching in the Normal School. During 1870-71 he supplied the C. P. Church in Kirksville, undertaking however none of the pastoral work. He gave up his pastoral engagements in 1892 and has never assumed any other since that time, though he has frequently officiated at various religious services and does so yet occasionally.

In 1889 he became interested in a private school at LaBelle, Missouri, called Western College, and continued in that until February, 1891, when he was forced to give it up owing to ill health. This proved to be his last school work.

In June, 1902, the Board of Regents, at the recommendation of President Kirk, made Professor Nason, Professor Emeritus of Ethics, and ordered that his name should appear in the faculty list of the school under this title during the remainder of his life. In doing this the Board has placed itself on record as recognizing his valuable services in the first twenty years of the institution, much to the satisfaction of his friends and former students.

Professor Nason has been twice married. His first wife was Miss Sarah Cowan of Wisconsin, to whom he was married on January 23, 1859. She died on February 10, 1864. On June 12, 1866, he was married to Mrs. Thompson of Kirksville, both of whom are still living in this place, full of years and of honor.

PROFESSOR JAMES M. GREENWOOD.*

James Mickleborough Greenwood⁶ was born in Sangamon county, Illinois on November 15, 1837. His youth was marked with a great deal of privation, owing to the disastrous effects of the panic of 1837 on the possessions of his father. He attended the district school of his neighborhood from the time he was ten until he was sixteen. During this period he showed his fondness for mathematics, that branch of learning for which he has since made himself particularly famous.

In 1852 he came with his father's family to Adair county, Missouri, settling on a farm southeast of Kirksville. Here he found the educational advantages very poor, perhaps less than those of his old home in Illinois. The nearest school was seven miles distant, so that his study in the next few years was carried on almost exclusively at home. To the small family library which contained a few standard English authors, he added a few volumes which he purchased from the library of a man who had recently died, using the proceeds from the sale of a calf in making the purchase. Among these books were Vergil, Stoddard's Latin Grammar, Salkeld's First Spanish Book, Butler's Analogy, Olmstead's Philosophy, and Davies' Algebra, Geometry, and Surveying. By studying these books, unaided and alone, he managed to make a start in Latin, Spanish, and the higher mathematics. In addition to this, he read everything he could beg, buy, or borrow within miles of where he lived. All these books were of a serious nature. Up to his twenty-seventh year he had read only two novels. Meanwhile he spent a good deal of his time in working on the farm and hunting, thus contributing to his physical strength.

He first thought he would prepare himself for the legal profession, and actually made a start in that direction, but shortly give up the idea and took to teaching. His first school was in Adair county. Owing to his youth, being only sixteen years old at the time, some of the students sought to give him trouble, but he succeeded in overcoming all difficulties.

*For a picture of Professor Greenwood, see page 35.

In 1859 he entered a Methodist Seminary at Canton, Missouri, at that time one of the strongest educational institutions in the northeastern part of the state. There he made a splendid record as a student. Being queerly dressed he was made the object of ridicule by some of the other students, but this only increased his efforts to excel in his work. In April, 1858, he was compelled to withdraw from school owing to ill health, and never entered again.

After leaving the Seminary, he spent several years on his father's farm. On November 1, 1859, he was married to Miss Amanda McDaniel, who was then teaching in Kirksville. In 1862 he enlisted in the Missouri militia and served in it for over a year. During the winter of 1863-64 he taught school in Lima, Illinois. At the close of this work, he re-enlisted in the Missouri militia and remained in it until December 10, 1864.

He then returned to Adair county and was employed to teach a three months school near his home. Owing to the small pox which broke out in the neighborhood, he had to give up this school long before it was due to close, whereupon he obtained employment for a short time in the Circuit Clerk's office in Kirksville. The next two years, 1865-1867, were spent in teaching, the first one at Lima, Illinois, and the second in Knox county, Missouri.

At the close of the school in Knox county, he returned to his father's farm and prepared to settle down to farming and cattle raising, having about given up altogether the idea of teaching. But in a very short while he was interested in the normal school which President Baldwin had decided to open in Kirksville, and he and his wife consented to become members of the faculty. The story of the arrangements that were made between President Baldwin and Professor Greenwood and his wife has already been told⁷.

Professor Greenwood and his wife remained with the school until June, 1870. They then resigned to take charge of Mount Pleasant College at Hunstville, Missouri, to which position they had been unanimously elected without application on their part. They were connected with this institution until January, 1871,

at which time they returned to Kirksville and resumed their work in the Normal School, it having been made a State institution the month before. At the time when the school was adopted as a state institution, the Regents informally offered the Presidency to Professor Greenwood, but he declined it on the ground that acceptance would be equivalent to ingratitude to President Baldwin.

His connection with the school was a very close one. He shared very actively in the labors of President Baldwin in the annual canvass in this part of the state for students, and was very prominent in the campaign in Adair county on the voting for the bonds to secure the adoption of the school as a state institution. His teaching was scholarly and inspiring. Many an old student of the early days of the school will testify to the helpfulness which he derived from contact with him.

In June, 1874, Professor Greenwood resigned his position in this school, having been elected unanimously and without his application, to the Superintendency of the Kansas City Public Schools, a position which he still occupies. When he went to Kansas City, he found the schools in a great deal of discord but in a short time he succeeded in bringing about harmony, and thus put the schools on a sound basis. Under his management the the public school system of that city has come to be regarded as one of the strongest and best in the country.

Superintendent Greenwood is a mathematical scholar of some note, having established his reputation in that line through his teaching and his mathematical treatises. He has written a number of pedagogical works in addition to numerous magazine articles on a great variety of educational topics. He has been very prominent in the Teachers' Associations of the state and nation, having held the Presidency of each association in addition to a number of other offices, and having appeared frequently in the programs of both. His executive ability has been highly exemplified in the successful management of the schools of Kansas City for over thirty years.

Mrs. Greenwood severed her connection with this institution

in June, 1872. She died in Kansas City a little over a year ago.

PRESIDENT JOSEPH P. BLANTON.

Joseph Philip Blanton⁸ was born in Cumberland county, Virginia, on January 29, 1849. His father was a large planter and owned numerous slaves. On the death of his mother when he was seven years of age, he was sent to Kentucky and placed under the care of his brother, the Reverend L. H. Blanton, then pastor of the Presbyterian Church at Versailles. He attended a public school near Danville, and later the Academy at Versailles. At the breaking out of the Civil War in 1861, he returned to his home in Cumberland county, Virginia. Here he attended "Oldfield" schools, and prepared for college under private tutors.

In the autumn of 1864, he entered the Freshman class of Hampden-Sidney College. The conditions upon which students were permitted to attend college in Virginia at that time, were that they should be enlisted as provisional soldiers of the Confederacy; they were furnished with arms and munitions of war by the government, were required to drill two hours a day on the campus, and were subject to the call of the government to defend exposed places and repel the raids of the enemy. He continued in college under these conditions until the spring of 1865 when he joined the Army of Northern Virginia on its retreat from Petersburg to Appomattox. After the surrender he returned home, and in the fall of 1865 re-entered college, from which he was graduated in 1869 with the A. B. degree. In 1881 upon the presentation of a thesis, his alma mater conferred on him the A. M. degree, and in 1897 the degree of LL. D. was conferred by Central University of Kentucky.

After his graduation in 1869, he went to Kentucky and taught two years in country schools, one near Paris and the other near Lexington. In 1871 he was elected to the chair of Latin and Greek in Watson Seminary at Ashley, Pike county, Missouri. In 1874 he became the Principal of Parker Seminary of Troy, Missouri, and two years later combined the seminary with the public schools of the place. Students came from long distances to at-



PRESIDENT JOSEPH P. BLANTON
(From a crayon portrait made in 1886.)

tend this school, many from New Orleans and the southern part of Louisiana.

In 1870 he was elected to the Superintendency of the public schools of Mexico, Missouri. He thoroughly re-organized these schools and developed them to a high degree of excellence. Among other things, he introduced the study of vocal music into all the grades as early as 1879. No other schools of the state except St. Louis were, at the time, teaching this subject. He also founded a public school library, which the Board of Education named in his honor.

In the summer of 1882 he was elected President of the State Normal School at Kirksville, where he remained for nine years. Being a man of brilliant literary attainments he devoted himself to encouraging the students to do a great deal of general reading in the very best of literature. To this end, he made extra efforts to enlarge the library and succeeded in placing in it over one thousand volumes of standard works in addition to what had already been acquired. His administration is also marked by an increased activity in the work of the literary societies, by the introduction of the military system of discipline in the school, and by the re-establishment of the "Model School" in which normal students were given actual training in teaching.

In 1891 he resigned the Presidency of this school to accept the chair of Pedagogy in the University of Missouri. Subsequently he was elected Dean of the Department of Education in the University, which position he resigned in the fall of 1898 to accept the presidency of the University of Idaho.

In 1900 he abandoned educational work and engaged in the life insurance business in San Francisco, California. At present he is the General Agent of the Prudential Life Insurance Company for Missouri, and resides in Columbia.

PRESIDENT WILLIAM D. DOBSON.

William Davis Dobson⁹ was born in Tusculum, Tennessee, on November 27, 1848. His boyhood was spent on the farm, and like all farm boys he received his elementary education in



PRESIDENT WILLIAM D. DOBSON
(From a photograph taken about 1895.)

the district school. For a short time before the civil war he attended the academy of Tusculum College, but was forced to remain out of school during the whole of the period of the war. In 1866 he entered Greenville and Tusculum College of Greenville, Tennessee. This institution had been formed by the union of the Greenville and the Tusculum colleges, and is today one of the oldest institutions of learning in the country, having been founded over one hundred years ago. He was graduated from it in June, 1870, with the B. S. degree.

After leaving college, he studied law for two years at Greenville and was admitted to the bar at that place in 1872. In August of that year, he came to Missouri with the intention of practicing law, but he was shortly led to change his plans and take up the profession of teaching. His first school in this state was at Lindley in Grundy county. He spent the year 1872-73 in this school. In the fall of 1873, he was elected first assistant in the public school of Trenton, Missouri, under Superintendent R. C. Norton, and served in that capacity for two years. When Superintendent Norton was elected to the chair of mathematics in the State Normal School at Warrensburg in the summer of 1875, Professor Dobson was elected to the Superintendency of the Trenton school, which he retained until June, 1880. From Trenton he went to Carrollton and served as Superintendent there from 1880 to 1890. During this period he was County Commissioner of Carroll county for nearly six years. In 1890 he was made Superintendent of the Moberly schools, and in the following year he was elected to the Presidency of the State Normal School at Kirksville to succeed President Blanton.

President Dobson remained at the head of the school until June, 1899, when he was placed in charge of the newly created department of history and political economy. He held that position for one year, at the end of which he severed his connection with the school and began the study of osteopathy in the American School of Osteopathy. He was graduated from this institution in June, 1902, and was immediately elected to the chair of chemistry in the school, which position he still fills.

President Dobson has been honored by his alma mater, Greenville and Tusculum College, with two honorary degrees; the degree of A. M. was conferred upon him in 1878, and that of LL. D. in 1893. The last was granted as a recognition of his literary and professional abilities and his success as a teacher.

During his Presidency of this institution he placed particular emphasis upon the professional work of the school, and discouraged in every way the attendance of those students who did not intend to teach at all. He made special efforts to re-enlist the interest and support of the students of President Baldwin's administration, in which he met with much success. He took a special pride in the care of the campus and succeeded in making many very important improvements in it.

President Dobson was very active in the State Teachers' Association of Missouri for many years, and served as President in 1890. He has been a prominent member of the Cumberland Presbyterian Church for several years. He was married to Miss Mantie Britton on July 5, 1878.

PRESIDENT JOHN R. KIRK.

John Robert Kirk¹⁰ was born in Bureau county, Illinois, on January 23, 1851. In 1856 his father moved his family to Missouri and settled on a farm in Harrison county. He received his early education in the district schools of his neighborhood and in the Bethany High School. He entered the State Normal School at Kirksville in April, 1873, and attended at irregular intervals until he was graduated in June, 1878.

As a teacher he has filled a variety of positions. In 1873-74 he taught a rural school in Harrison county and in 1875-76 he was first assistant in the school at Moulton, Iowa. He was Superintendent at Bethany from 1876-81, at Moulton, Iowa, from 1881-85, and at Bethany again from 1885-88. In 1888-89, he served as Principal of the Adams School in Kansas City. From 1889 to 1891 he was teacher of mathematics and history in the Kansas City High School. The next two years he spent as Superintendent at Westport, returning to the Kansas City High School in September, 1896.



PRESIDENT JOHN R. KIRK
(From a photograph taken in 1901.)

From January, 1895, to January, 1899, he served as State Superintendent of schools, having been elected to that office in the fall of 1894 on the Republican ticket. At the expiration of his term of office, he was made Examiner of High Schools for the University of Missouri, which position he retained until July, 1899, when he resigned to accept the Presidency of the State Normal School at Kirksville.

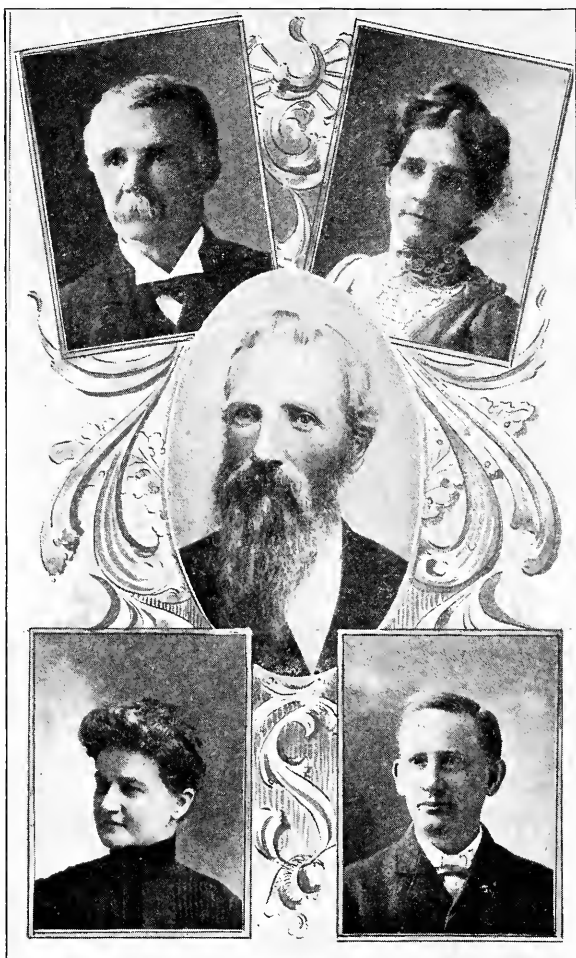
President Kirk has been aggressively active as an advocate of many educational reforms, including music, drawing, manual training, agriculture and other forms of art and of industrial education in all kinds of schools. He has also advocated elective courses of studies and the rational use of all forms of college athletics, including daily gymnasium work for girls and field work for young men. He has taken great interest in the work of the rural schools. His model for rural school houses is probably more extensively used than any other in the country.

For years he has been actively identified with the State and the National Educational Associations and other educational organizations. He is probably as well known in the educational circles of the country as any other man in the state.

He has been an ardent student all his life, particularly in pedagogical subjects. He has frequently pursued courses in the Universities of Missouri and of Kansas at the same time he was teaching. He has traveled extensively both in America and Europe.

As President of this institution his administration has been particularly successful, both educationally and financially. He has been very skillful in presenting the needs of the school to the Legislature, and has done a great deal personally towards getting favorable consideration of the same. Through these increased appropriations, he has been able to enlarge the faculty and add to the equipments of the school quite materially.

He was married to Miss Rebecca Idella Burns on July 15, 1875.



PROFESSOR GENTRY
(1882-)

MISS OWEN
(1882-1904)

PROFESSOR NASON
(1867-1887)

MISS PREWITT
(1883-1904)

PROFESSOR ROSS
(1880-1900)

THE FACULTY ROSTER.

The original faculty of the North Missouri Normal School was composed of the following persons: Joseph Baldwin, W. P. Nason, J. M. Greenwood, F. L. Ferris, Mrs. Amanda Greenwood, and Mrs. L. D. Ferris.

The following is a complete list of the members of the faculty in the order of their appointment from the beginning to the present time with the period of service of each member¹¹:

Joseph Baldwin,	Sept., 1867 to June, 1881.
W. P. Nason,	Sept., 1867 to June, 1887.
J. M. Greenwood,	{ Sept., 1867 to June, 1870.
F. L. Ferris,	{ Jan., 1871 to June, 1874.
Mrs. Amanda Greenwood	Sept., 1867 to June, 1870.
Mrs. L. D. Ferris,	Sept., 1867 to June, 1872.
S. M. Pickler,	Sept., 1867 to June, 1870.
Rev. J. S. Boyd,	Jan., 1868 to June, 1873.
Rev. John Wayman,	Sept., 1868 to June, 1869.
George Frankenberg,	Sept., 1868 to June, 1870.
Mrs. J. S. Boyd,	Sept., 1868 to June, 1870.
Sue Thatcher,	Sept., 1868 to June, 1870.
A. H. John,	Sept., 1869 to June, 1870.
Frank M. Fluhart.	Sept., 1869 to June, 1870.
Laura Gleason,	Jan., 1871 to June, 1872.
Mary Norton, (Mrs. McClellan,)	Sept., 1871 to June, 1872.
Hattie Comings, (Mrs. J. R. Milner,)	Sept., 1872 to June, 1874.
J. T. Smith,	Sept., 1872 to June, 1873.
C. H. Bigger,	Sept., 1872 to June, 1873.
Helen Halliburton, (Mrs. McReynolds,)	Sept., 1872 to June, 1875.
Kate F. Rowland,	Sept., 1872 to June, 1873.
Mollie Bowen,	Sept., 1872 to June, 1873.
Mary Woodsworth,	Sept., 1872 to June, 1873.
Mrs. Mary Blackman,	Sept., 1872 to June, 1875.
H. F. Williams,	Sept., 1872 to Mch., 1876.
S. S. Hamill,	Sept., 1873 to June, 1874.
C. H. Dutcher,	Sept., 1873 to Sept., 1877.
Miss Stephan,	Sept., 1873 to June, 1874.
Mary Murtfeldt,	Sept., 1872 to June, 1874.
Mrs. Mary Williams.	Sept., 1873 to June, 1874.
W. H. Baker,	Sept., 1874 to June, 1875.
J. U. Barnard,	Sept., 1874 to June, 1887.



PROFESSOR E. B. SEITZ
(Died Oct. 8, 1883.)



PROFESSOR J. T. PADEN
(Died Aug. 16, 1884.)

(The four members of the faculty whose pictures are on this and the opposite page, died while in the service of the school.)



PROFESSOR J. I. NELSON
(Died Feb. 1, 1891)



PROFESSOR G. H. LAUGHLIN
(Died Nov. 16, 1885.)

B. S. Potter,	Jan., 1875 to June, 1879.
M. T. Henderson,	Sept., 1875 to June, 1882.
Emmir Thompson, (Mrs. Hannah,)	Sept., 1874 to Dec. 1875.
G. W. Krall,	Sept., 1875 to June, 1879.
Alta Wescott, (Mrs. McLaury,)	Apr., 1876 to June, 1876.
J. W. Shryock,	Apr., 1876 to June, 1882.
Helen E. Swain,	Sept., 1876 to June, 1877.
T. Berry Smith,	Sept., 1877 to June, 1878.
E. R. Booth,	Sept., 1879 to June, 1880.
C. H. Ford,	Sept., 1878 to June, 1882.
Alice Heath, (Mrs. C. W. Proctor,)	Sept., 1879 to June, 1881.
John T. Paden,	Sept., 1879 to Aug., 1884.
Ada Oldham,	Sept., 1879 to June, 1882.
Anna H. Grigg,	Sept., 1879 to June, 1880.
M. M. Thomas,	Sept., 1878 to June, 1879.
E. B. Seitz,	Sept., 1879 to Oct., 1883.
Chas. Ross,	Sept., 1880 to June, 1900.
Martha W. Prewitt, (Mrs. Doneghy,)	Sept., 1881 to June, 1882.
J. P. Blanton,	Sept., 1882 to June, 1891.
Ermine Owen,	Sept., 1882 to June, 1904.
Mrs. A. E. DeVine,	Sept., 1882 to June, 1883.
B. P. Gentry,	Sept., 1882 to present.
S. Augusta Jayne,	Nov., 1882 to June, 1887.
Hortense Snyder,	Nov., 1882 to June, 1884.
C. S. Sheldon,	Sept., 1883 to June, 1893.
O. E. McFadon,	Sept., 1883 to June, 1886.
Mary T. Prewitt,	Sept., 1883 to June, 1904.
P. A. McGuire,	Sept., 1883 to June, 1884.
Carrie Eggleston,	Feb., 1884 to June, 1885.
G. W. McGinnis,	Sept., 1884 to Feb., 1886.
Miriam B. Swett,	Sept., 1885 to June, 1888.
Libbie K. Miller, (Mrs. Traverse,)	Sept., 1885 to June, 1886.
J. I. Nelson,	Feb., 1886 to Feb., 1891.
W. F. Dann,	Sept., 1887 to June, 1892.
J. T. Muir,	Sept., 1887 to Jan., 1894.
F. A. Swanger,	Sept., 1887 to June, 1894.
Mary Wight,	Sept., 1888 to June, 1889.
Marguerite Pumphrey, (Mrs. Smith,)	Sept., 1888 to June, 1894.
Edgar S. Place,	{ Sept., 1888 to Feb., 1889.
	{ Sept., 1890 to June, 1891.
Clara Figge,	Sept., 1889 to June, 1891.
R. B. Arnold,	Sept., 1891 to June, 1897.
Carrie Hatton,	Sept., 1890 to June, 1891.

W. D. Dobson,	Sept., 1891 to June, 1900.
Marian Shackelford,	Sept., 1891 to June, 1892.
G. H. Laughlin,	Sept., 1892 to Nov., 1895.
C. W. Proctor,	Sept., 1893 to June, 1897.
J. W. Forquer,	Sept., 1893 to June, 1898.
R. C. Norton,	Jan., 1894 to June, 1900.
J. H. Scarborough,	Sept., 1894 to June, 1899.
Mrs. Anna E. Seitz,	Sept., 1894 to June, 1898.
William Richardson,	Jan., 1896 to June, 1900.
L. S. Daugherty,	Sept., 1897 to present.
Hallie Hall, (Mrs. E. M. Violette,)	Sept., 1897 to June, 1902.
Ruby Westlake, (Mrs. Freudenberger,)	Sept., 1897 to June, 1900.
J. E. Weatherly,	Sept., 1899 to present.
Kathryn Garwick, (Mrs. Rogers),	Sept., 1898 to Jan., 1900.
Margaret DeWitt,	Sept., 1898 to June, 1899.
John R. Kirk,	Sept., 1899 to present.
Ophelia A. Parrish,	Sept., 1899 to present.
E. M. Violette,	Sept., 1900 to present.
J. T. Vaughn,	Sept., 1900 to present.
Carrie Ruth Jackson,	Sept., 1900 to present.
A. P. Settle,	Sept., 1900 to present.
H. Clay Harvey,	Sept., 1900 to present.
M. Winnifred Bryan,	Sept., 1900 to present.
Frances Tinkham,	Sept., 1900 to present.
Cass Baer,	Sept., 1900 to June, 1903.
Alice Adams, (Mrs. W. J. Shepard,)	Sept., 1900 to Aug., 1903.
Susie Barnes,	Sept., 1900 to present.
Luther Winchester,	Sept., 1901 to June, 1902.
W. J. Shepard,	Sept., 1902 to Aug., 1903.
W. P. Nason, (Professor Emeritus,)	Sept., 1902 to present.
Montana Hastings,	Sept., 1903 to present.
E. M. Goldberg,	Sept., 1903 to present.
Sadie Westrope,	Sept., 1903 to present.
M. Olive Greer,	Sept., 1903 to present.
T. Jennie Green,	Sept., 1903 to present.
R. M. Ginnings,	Sept., 1903 to present.
D. A. Lehman,	Sept., 1903 to present.
J. D. Wilson,	Sept., 1903 to present.
Blanche Scott,	Sept., 1903 to present.
Lizzie Fowler,	Sept., 1903 to present.
Margaret Linton,	Sept., 1904 to present.
S. S. Carroll,	Sept., 1904 to present.
Minnie Brashear,	Dec., 1904 to present.

Other facts concerning the faculty will be brought out in connection with the chapter on the "Growth of the School."

NOTES.

1. The data used in this sketch have been drawn largely from a memorial prepared by Superintendent Greenwood on the life of Dr. Baldwin which was published in the N. E. A. Proceedings, 1899, pp. 23-24. The conclusions reached on his life and character are the author's.

2. See pages 30-38.

3. Reports of the U. S. Commissioner of Education, 1881, p. 382; 1891, p. 1454.

4. North Missouri Register, Dec. 14, 1873.

5. Professor Nason has corroborated all the facts contained in this sketch concerning himself.

6. Most of the facts in this sketch have been taken from Hollister and Norman's "Five Famous Missourians" in which one whole chapter is devoted to Professor Greenwood, and from the sketch of him in the Cyclopedia of Missouri History. Professor Greenwood has vouched for the reliability of most of the facts related in these two accounts.

7. See pages 34-36.

8. The facts in this sketch of President Blanton have been corroborated by him.

9. The facts in this sketch of President Dobson have been corroborated by him.

10. The facts in this sketch of President Kirk have been corroborated by him.

11. This list has been compiled from the faculty lists in the catalogues and bulletins of the schools from 1868-69 to the present time.

CHAPTER XIII.

THE RULES AND REGULATIONS OF THE SCHOOL.

In considering the administration of the school, it will be necessary to begin with January, 1873, the time when the school moved into the building which had then been newly constructed, owing to the fact that the details of the rules and regulations of the school prior to that time are practically wanting. In order that the matter may be presented in the clearest manner possible, it will be considered according to the administrations of the four Presidents of the school.

Among the regulations of the school during President Baldwin's time, was the requirement that all the students should be present at the chapel exercises which were held early in the morning. The first thing that was done in these chapel exercises was the calling of the roll. This was accomplished through the divisions into which the students were grouped. Every student was numbered and assigned to divisions, each of which had its regular place in the chapel. Until a few years ago the floor of the chapel was arranged very differently from the way it is now. The platform was long and narrow and stood at the west end of the chapel, part of it on one side of the west door and part on the other side. The seats were arranged in ten long rows, all facing the west. The students of each row constituted a division. When the students came into the building in the morning they went first to the wardrobes and thence directly to the chapel. The young ladies sat on one side of the room, the young men on the other. While the students were seating themselves, the members of the faculty took their places on the platform, each one just in front of the division which was in his charge. When order was had, the roll was called by the faculty division leaders through the student section leaders. Each division was subdivided into two or three sections. For each of these sections a student was appointed as leader. On the signal from the division

leader, the different section leaders of that division arose, noted those absent from their sections, and reported those absentees usually at once by calling out their individual numbers to the division leader. This process was repeated for each of the divisions¹. The roll of the school was thereby called in two or three minutes at the most, a much shorter time than was required by the old method of actually calling all the names alphabetically as had been the custom when the school occupied the North Missouri Normal School building. The regular chapel exercises followed the roll call.

At the close of the days' work the students again assembled in the chapel. It is not clear whether the roll was called at this session or not. From this afternoon assembly the students dispersed to their homes or boarding places.

Promptness at roll call was greatly emphasized. As a sort of encouragement to the practice of that virtue, penalties of various sorts were imposed for irregularities in attendance. At one time it was ordered that the doors of the chapel should be locked when the signal for the roll call should be given². Those coming while the chapel exercises were going on, were to remain down stairs in the wardrobes until the close of the exercises, and then be brought into the chapel and be publicly reproved by the President. Those coming after the chapel exercises were over, were to be reproved the next day. In addition, five per cent was to be deducted from the deportment for each tardiness³. Later it was ordered that tardy students should forfeit the privileges of the school for the whole day and have their names read out in chapel⁴.

The divisions were used as convenient means of lecturing the students concerning their conduct. The records state frequently that the division leaders were instructed to meet their divisions, evidently in different class rooms, and advise them about their conduct⁵.

The rules about leaving the building during school hours were very strict. Every one was required to be in the building during every recitation period of the day, unless excused by some

member of the faculty. To provide for those who chanced to have any vacant periods, study classes were instituted. These classes were held in the chapel. At first they were presided over by students who were selected by the faculty for that purpose⁶. This arrangement did not work satisfactorily. Study classes were, therefore, abolished and every student was required to take as many recitations and drills as there were recitations periods in the day⁷. Later the study hall was revived, but it was put in charge of different members of the faculty⁸.

The rules concerning communication during school hours were likewise very strict. Students communicating with each other during recitation hours, either in the rooms or in the halls, were likely to suffer a reprimand before the faculty or some other penalty⁹. So essential to the good of the school was non-communication during school hours considered, that a clause incorporating a promise to abstain from communication, was included in 1872-73 in the pledge which every student was required to take on entering school. The pledge had heretofore included merely a promise to comply with the general regulations of the school and to remain in school until the close of the term, and a declaration of the intention to teach in the public schools of the state. The clause on the general regulations was amended in 1872-73 so as to read as follows: "I pledge my honor to use my best efforts to comply with the regulations of the school requiring regularity, promptness and decorum, and prohibiting unnecessary noise, immorality, and communication during school hours¹⁰." The coupling of offenses in the last line is interesting.

Though the demerit system, whereby each offense or violation had its specific penalty, was not in vogue during President Baldwin's administration, the deportment of the students was reckoned in percentages and was affected by the violations committed. The idea of President Baldwin was to have as few rules as possible. The great principle, "Do right," was made to take the place of arbitrary rules¹¹. Penalties were seldom prescribed in advance of the violations of rules. Generally each case was taken up and disposed of according to its peculiarities and with

the view always to discouraging its recurrence. However, there is evidence that towards the close of President Baldwin's administration there was a tendency towards the demerit system. This is seen in his recommendation to the faculty that each member should note down in a memorandum book the violations of the rules by the students, so that it might be possible to determine what the deportment of the candidates for graduation would be. Any student having below 90 per cent in his deportment was ineligible to graduation¹².

A system of school tactics which provided in detail for the uniform management of the classes, was worked out and adopted in 1879. This system prescribed how the students should go to the board from their seats, how they should return to their seats, when they should raise their hands and when they should lower them, in what order they should be dismissed, and so on¹³. It is true the system was adopted primarily as the proper method for the management of the common schools. But it is to be remembered that according to the ideas of the times, whatever suited the common schools was equally suitable for the normal schools. Moreover, there are evidences that the details of this system were carried out in the management of this school at least towards the close of President Baldwin's administration¹⁴. This fact is interesting to us because it shows again the tendency at this time to a rigid and uniform system which was characteristic of the next two administrations of the school.

Shortly after President Blanton took charge in September, 1882, he completely re-organized the administration of the school¹⁵. His re-organization was along the line of rigid rules, uniform penalties, and strict surveillance over the students by the faculty. The system which he thus fastened upon the school remained for nearly twenty years.

The first change introduced had to do with the divisions. The students were grouped in divisions according to their advancement in school. Each division met in the room of its leader early every morning and spent forty minutes in study. At 8:25 the roll was called by the teacher in charge. After the roll call,

the students in company with their division leaders marched to the chapel for devotional exercises¹⁶. There was no attempt to seat the students in the chapel by the new divisions. The young men sat on one side, the young ladies on the other. Generally they were arranged so that the smallest sat in front and the largest in the rear. At the close of the chapel exercises the students marched to various rooms where their first recitations were held.

Study classes were maintained usually in the chapel for those who happened to have vacant periods during the day. These classes were presided over by students at times and at other times by members of the faculty¹⁷.

In the first part of President Blanton's administration, the students assembled in the chapel at the close of the day for dismissal as it had long been their custom to do¹⁸. But very shortly they were required to meet at the close of the day in their division rooms and there answer to a second roll call¹⁹. From these division rooms they marched out of the building to their homes.

The duties of the division leaders were considerably increased by this new arrangement. In addition to keeping a record of those who were tardy at roll call or absent altogether, and advising those in their charge as to matters of conduct²⁰, the division leaders collected the weekly study reports of the students, saw that the students signed the pledge that was printed on their program cards, or certificates as they were then called, looked after those that were sick, and placed "gems of literature" on the black board in the division rooms²¹. Every Monday morning short passages from the best of literature were placed on the board. At the end of the week the students were required to recite these "gems" from memory. Sometimes they were recited in the chapel either by individuals or by divisions²². Later the duty of giving lessons in spelling and etymology was added to these other duties of the division leaders²³.

Mention has been made of the weekly reports of the students. These were an innovation. Each student was required to state in a report each week how many hours he had recited,

how many hours he had studied, what Sunday school and church services he had attended²⁴. These reports were abandoned in a few years²⁵. As far as is known, this is the only feature of the newly organized system that was given up by President Blanton.

The most interesting change that was made was that regarding the deportment of the students. By this change the demerit system in all its rigor was established. According to this system definite rules of conduct and definite penalties for every violation of these rules, were established. The penalties were usually assessed by deducting so much from the deportment grade, some of which were as follows²⁶:

- | | |
|--|--------------|
| 1. Absence from school without excuse, | 10 per cent. |
| 2. Tardiness in the morning, | 5 per cent. |
| 3. Leaving lines without permission, | 3 per cent. |
| 4. Talking, laughing, or other disorder in the line, | 3 per cent. |
| 5. Talking in the halls at any time except at rests, | 3 per cent. |
| 6. Heavy walking over the floors of the building, | 3 per cent. |
| 7. Talking or any disorder in the wardrobes, | 3 per cent. |
| 8. Spitting on the floors or stairways. | 3 per cent. |
| 9. Throwing paper or litter on the steps, in the hall,
or on the yard, | 3 per cent. |
| 10. Failure to go at once to studyroom in the morning, | 3 per cent. |
| 11. Any irregularity or disorder about the halls, ward-
robes, or grounds not mentioned in the preceding
statements, | 10 per cent. |
| 12. Disorder or talking in study classes, | 3 per cent. |

Special effort was made to enforce the rules concerning conduct in the halls. In order that the violators of these rules might be detected, members of the faculty were stationed early in the morning as monitors in the halls and in the wardrobes to observe the students as they passed to their division rooms and as they later marched into and from the chapel²⁷.

Each week the members of the faculty reported to the division leaders the disorders they had seen in the halls, wardrobes, chapel, study hall, and classrooms, and whatever disorders outside the building that had come under their notice²⁸. On an

immense blackboard which stood above the chapel platform, a copy of the record of these reported disorders was made. In this way the student came to know which of his disorders had been detected, and how much he had to suffer for them. Violations of the rules affected not only the standing of the individual who committed them, but also the standing of the division to which he belonged²⁹. By making the standing of the whole division depend upon the conduct of its various members, it was thought that a rivalry would be developed among the divisions which would result in checking the misconduct of the individuals.

Inasmuch as a rank of 85 per cent in deportment made one liable to suspension from school, it did not take many violations of the rules to bring a student face to face with the faculty to show reasons why he should not be suspended³⁰. As might be expected the records show that suspensions were frequent.

Such a system as has been described was undoubtedly injurious to the moral development of the students and was certainly fruitful of needless worry and care on the part of the teachers. The rigid rules were a constant temptation to violations. The system of espionage under which the students were placed, inclined them to evasions of the rules.

The motive that prompted the establishment of such a strict military system was undoubtedly good. It was said that most of the failures on the part of teachers were due to a lack in disciplinary powers. In order, therefore, that all prospective teachers might learn the art of discipline, they were to be subjected while students in the normal school to strict rules, uniform penalties, and systematic supervision in all the details of their school life³¹. Evidently it was not realized that such a system tended to weaken the individuality of the student, and to make the relation of teachers to the student more like that of a watchful drillmaster than that of a sympathetic director or leader.

When President Dobson took charge of the school in September, 1891, no change was made in the system as it had been left by President Blanton, and as far as is known no material alteration was made in it throughout his administration.

When President Kirk came to the school in September, 1899, a complete reformation was at once effected. Divisions, study hall, and fixed penalties were all swept away³².

Instead of reporting to division leaders, the students go at once on entering the building to their first recitation. Instead of gathering in one place for study during vacant periods, they study wherever they see fit. In place of the many rules regulating the conduct of the students, there has been substituted the general principle of good behavior. With the passing of these numerous rules, there has passed also the military system of demerits. The result of these changes has been to remove the restraint that had been placed upon the students by the system of minute faculty surveillance, which constantly tempted many of them to violations just for the sake of violations, and to give to them a large measure of freedom in their conduct, which has constantly encouraged them to proper behavior.

This is not to be interpreted as meaning that certain definite requirements are not now placed upon the students. For example, promptness in attendance in classes and at the chapel exercises is as much of a requirement today as ever. But the enforcement of these requirements is secured not through a system of definite rules and penalties, but through an appeal to the students' sense of what is just and proper in regard to these matters. The motive that is developed is that of doing right, not that of avoiding penalties. The success of this system of general rules and of large freedom on the part of the student is its strongest defense. During President Kirk's administration there has been less of misconduct than at any other period in the history of the school. Cases of disorder have arisen, but they have not been so frequent nor have they been so flagrant as in the past. For the improvement of the conduct of the student body in these later years, much credit is to be given to the system which puts a student upon his honor and gives him an opportunity to decide for himself as to what is the proper thing to do.

NOTES.

1. Faculty Minutes, Dec. 4, and 26, 1873; Feb. 27, 1875; Jan. 23, 1876; Feb. 6, 1877; Sept. 13, 1878; Jan. 29, 1879.
2. Ibid, Sept. 25, 1873.
3. Ibid, Dec. 7, 1874.
4. Ibid, Dec. 15, 1876.
5. Ibid, Sept. 11, 1879; Sept. 25, 1879.
6. Ibid, Jan. 30, 1873.
7. Ibid, Jan. 19, 1874.
8. Ibid, Jan. 29, 1879.
9. Ibid, May 10, 1871; Sept. 14, 1873.
10. Enrollment Book, 1872-73, p. 101.
11. Catalogue, State Normal School, Kirksville, 1871-72, p. 21.
12. Faculty Minutes, Sept. 8, 1879.
13. Ibid, Oct. 12, 1877.
14. Ibid, Jan. 25, 1875; Nov. 11, 1879; Sept. 9, 1880.
15. Ibid, Nov. 14, 1882; Jan. 7, 1884.
16. Kirksville Democrat, Nov. 23, 1882.
17. Faculty Minutes, April 5, 1886.
18. Kirksville Democrat, Dec. 23, 1882.
19. The roll books of the divisions show markings for both morning and afternoon roll calls.
20. Faculty Minutes, Nov. 5, 1883.
21. Ibid, Sept. 15, 1884; Sept. 22, 1883; Sept. 29, 1884; Feb. 18, 1889.
22. Ibid, Sept. 25, 1882; Jan. 3, 1884; Kirksville Democrat, May 8, 1884; Oct. 23, 1884; Nov. 12, 1885.
23. Faculty Minutes, Sept. 8, 1890.
24. Kirksville Democrat, Nov. 23, 1882.
25. Faculty Minutes, Oct. 4, 1886.
26. This list of penalties was found in the back of Professor Paden's division register for 1882-1883.
27. Faculty Minutes, Oct. 4, 1883; Feb. 11, 1884.
28. Ibid, Nov. 19, 1883.
29. Ibid, March 20, and 27, 1882; Professor Barnard's division register for 1883-84, fly-leaf.
30. Faculty Minutes, Jan. 15, 1884.
31. Ibid, Sept. 9, 1887.
32. Catalogue, State Normal School, Kirksville, 1900-01, p. 34

CHAPTER XIV.

THE BOARD OF REGENTS.

The government of the school is vested in a board of regents, the present organization of which differs quite materially from what it was originally.

According to the act of the Legislature of 1870 which provided for the establishment of the first two normal schools of the state, the government of both of these schools was placed in the hands of a single Board of Regents consisting of seven persons. It included the members of the State Board of Education, that is the State Superintendent, the Secretary of State, and the Attorney General, and two other persons from each of the two normal school districts, who were appointed by the Governor. In making the first appointments two of the regents were appointed for two years and the other two for four years. Thereafter all appointments, except those to fill vacancies, were to be for four years¹.

The First and the Second District Normal Schools remained under the control of a single board, as originally organized, until 1874. In that year a law was passed which provided for a separate board for each of the two schools. Each board was to consist of seven members, six of whom were to reside in the district for which they were appointed, and one of whom was to be a resident in the county in which the Normal School for such district is located. The State Superintendent was made an ex-officio member of each of the boards. The term of each appointed regent was extended from four years to six years, and it was so arranged that two of these members should be appointed every two years².

The substitution of two boards, one for each of the two Normal Schools, in place of the single board for both of them, was evidently in accord with the wishes of the schools. At least this was true of the Kirksville school, as the faculty voted on Decem-

ber 12, 1875 in favor of a separate board for each of the two schools, and ordered that this expression of its opinion be forwarded to Governor Woodson and State Superintendent Monteith in response to letters which they had written to the faculty on the matter³.

The Third District Normal School which was provided for by an act of the Legislature in 1873, was placed under the control of a separate board⁴. Doubtless this measure had something to do with the abolition of the single board for the First and Second District Schools and the creation of a separate board for each school.

The question has been frequently raised since this arrangement was made whether it would not be better after all to have all three of the Normal Schools of the state under one single Board of Regents. Doubtless there are some very good reasons for having that sort of an arrangement, but apparently there are as many good reasons, if not more, for having a separate board for each school. Uniformity of courses, regulations, and the like might be more easily maintained by one board of control for all the schools, and it is apparently desirable that there should be some degree of uniformity in these things. But at the same time the incentive for one school to excel the others might be largely taken away by this sort of an arrangement. While the three schools are in no sense competitors and should never become such, yet each has its own peculiar work to perform in its own section of the state, and local conditions must always determine more or less its administration. Moreover, it would be undoubtedly a serious disaster to the educational system of the state if each school should have no desire to excel the others in the character of work done and results obtained, and in all probability this desire would be considerably checked if the three schools were under one board of control.

The Boards of Regents for the three schools were, up to 1889, generally composed of men of the same political party as that in power in the state. In that year a law was passed which provided that not more than four of each board, including the State

Superintendent of Schools, should belong to the same political party, and the Governor was instructed in his subsequent appointments to change the personnel of the board so as to bring about this desired end as soon as possible⁵. This arrangement did much to eradicate whatever tendencies there were to strict partisanship, and has largely prevented its recurrence.

The officers of the Board are President, Vice President, Secretary, and Treasurer, each of whom is elected for a term of two years. The Secretary has usually been some member of the Board. The Treasurer has always been some one outside of the Board. From 1871 to 1893, W. T. Baird was Treasurer. Since 1893, the Treasurership has rotated among R. M. Ringo, B. F. Heiny, and W. T. Baird, each holding the office for two years in the order named⁶.

The Board holds its regular annual meeting at the close of the school year, and generally holds a mid-year meeting, sometime in January or February. The election of the faculty occurs at the regular annual meeting⁷.

The Board has two standing committees, the executive committee and the committee on teachers, text books, course of study, catalogues, and library. These committees consist of three members each and are appointed by the President of the Board for a term of two terms. The executive committee has authority to supervise the buildings and grounds, to direct all necessary and unforeseen repairs and improvements, and to purchase supplies for the same. The committee on teachers, text books, course of study, catalogues, and library has the authority to examine into the character and qualifications of applicants for positions as teachers, to report upon the work of the faculty, to recommend changes in the courses of study and in text books, to supervise the publication of the catalogues and to plan means for developing the library.

There is annually appointed an auditing committee to investigate the records, books, and accounts of the Secretary, Treasurer, and Executive Committee, and report its finding to the Board.

The President of the school is an ex-officio member of the standing committees, but has no vote in any of their proceedings.

The Board is required to make an annual report in August to the State Superintendent concerning the condition of the school. It is also required to make a biennial report to the Legislature at the opening of each session. This report must contain an itemized statement of the expenditures of the biennial period and an estimate of the needs of the school for the next two years.

As a usual thing the Regents have been very active in securing the needed appropriations from the Legislature for the work of the school.

The original board was composed of the following persons:

First District—	E. B. Neeley.....St. Joseph.
	J. Baldwin.....Kirksville.
Second District—	G. R. Smith.....Sedalia.
	J. A. Milner.....Springfield.
State Board of	T. A. Parker.....State Superintendent.
Education—	Francis Rodman.....Secretary of State.
	H. B. Johnson.....Attorney General.

The following is a complete list of the Regents of the school, their addresses, and the length of the terms which they have served or have yet to serve:

E. B. Neeley,	St. Joseph,	Dec., 1870, to Jan., 1874
J. Baldwin,	Kirksville,	Dec., 1870, to Jan., 1871
G. R. Smith,	Sedalia,	Dec., 1870, to Nov., 1871
J. R. Milner,	Springfield,	Dec., 1870, to Jan., 1874
T. A. Parker,	State Supt.,	Dec., 1870, to Jan., 1871
Francis Rodman,	Secy. of State,	Dec., 1870, to Jan., 1871
H. B. Johnson,	Atty. Gen.,	Dec., 1870, to Jan., 1871
B. G. Barrow,	Macon,	Jan., 1871, to Apr., 1871
Ira Divoll,	State Supt.,	Jan., 1871, to June, 1871
N. G. Ferguson,	Louisiana,	Apr., 1871, to Jan., 1874
John Monteith,	State Supt.,	June, 1871, to Jan., 1875
E. F. Weigel,	Secy. of State,	Jan., 1871, to Jan., 1874
A. J. Baker,	Atty. Gen'l.,	Jan., 1871, to Jan., 1873
E. A. Zeundt,	Jefferson City,	Nov., 1871, to Jan., 1874
H. Clay Ewing,	Atty Gen'l.,	Jan., 1873, to Jan., 1874
J. M. DeFrance,	Kirksville,	Jan., 1874, to Jan., 1875
Bartlett Anderson,	Memphis,	Jan., 1874, to Jan., 1877
G. L. Osborne,	Louisiana,	Jan., 1874, to Jan., 1876

D. S. Hooper,	Kirksville,	Jan., 1874, to Jan., 1877
J. M. McKim,	Newark,	Jan., 1874, to Jan., 1891
John Oldham,	Kirksville,	Jan., 1874, to Jan., 1880
R. D. Shannon,	State Supt.,	Jan., 1875, to Jan., 1883
Andrew Ellison,	Kirksville,	Jan., 1875, to Mch., 1891
A. M. Alexander,	Paris,	Jan., 1876, to Jan., 1883
J. D. Vincil,	Mexico,	Jan., 1877, to Jan., 1878
W. B. Hays,	Lancaster,	Jan., 1877, to Jan., 1899
Ben Eli Guthrie,	Macon,	Jan., 1878, to Jan., 1889
J. S. Erwin,	Kirksville,	Jan., 1880, to Jan., 1891
T. C. Campbell,	Kirksville,	Jan., 1883, to Jan., 1887
W. E. Coleman,	State Supt.,	Jan., 1883, to Jan., 1891
Sumner Boynton,	Greencastle,	Jan., 1887, to Jan., 1895
E. O. Hannah,	Moberly,	Jan., 1889, to Jan., 1895
George Giller,	Kirksville,	Jan., 1891, to Jan., 1897
George Hall,	Trenton,	Jan., 1891, to Jan., 1903
A. D. Risdon,	Kirksville,	Mch., 1891, to Jan., 1893
L. E. Wolfe,	State Supt.,	Jan., 1891, to Jan., 1895
M. W. Laughlin,	Monroe City,	Jan., 1893, to Jan., 1899
John R. Kirk,	State Supt.,	Jan., 1895, to Jan., 1899
O. J. Chapman,	Breckenridge,	Jan., 1895, to Jan., 1899
R. N. Bodine,	Paris,	Jan., 1895, to Jan., 1897
Scott J. Miller,	Chillicothe,	Jan., 1897, to Jan., 1907
J. W. Martin,	Kirksville,	Jan., 1897, to Jan., 1903
C. C. Fogle,	Lancaster,	Jan., 1899, to Jan., 1901
S. M. Pickler,	Kirksville,	Jan., 1899, to Jan., 1905
A. W. Mullins,	Linneus,	Jan., 1899, to Jan., 1911
W. T. Carrington,	State Supt.,	Jan., 1899, to Jan., 1907
J. M. Hardman,	Edina,	Jan., 1901, to Jan., 1907
G. A. Goben,	Kirksville,	Jan., 1903, to Jan., 1909
Reuben Barney, Sr.,	Chillicothe,	Jan., 1903, to Mch., 1903
Reuben Barney, Jr.,	Chillicothe,	Apr., 1903, to Jan., 1909
John H. Wood,	Shelbina,	Jan., 1905, to Jan., 1911

Regents McKim, Ellison, Alexander, Hays, Guthrie, Erwin, Boynton, Hall and Mullins have each served more than one term. State Superintendent Shannon and Coleman served each two terms, and Superintendent Carrington is now in his second term. To Judge W. B. Hays belongs the credit of having been on the Board longer than any other member, having served twenty two years. Dr. J. M. McKim and Judge Andrew Ellison are next in length of service, having been on the Board seventeen and sixteen years respectively. Regents Boynton, ~~Boyle~~, and Barney, Sr., died while members of the Board.

NOTES.

1. Laws of Missouri, 1870, pp. 134-6.
2. Ibid, 1874, pp. 143-4.
3. Faculty Minutes, Dec. 12, 1873.
4. Laws of Missouri, 1873, pp. 79-81.
5. Ibid, 1881, p. 1894.
6. See the lists of the members and officers of the Board of Regents in the catalogues from 1871-72 to the present time.
7. The authority for this paragraph and the two following is the Rules of the Board of Regents, adopted in June, 1899.
8. Catalogue, State Normal School, Kirksville, 1871-72, p. 3.
9. See the lists of the members of the Board of Regents in the catalogues from 1871-72 to the present time. Judge Barrow and Superintendent Divoll's names do not appear in these lists. Their membership is verified by the Minutes of the Regents.

CHAPTER XV.

THE CAMPUS AND THE BUILDINGS.

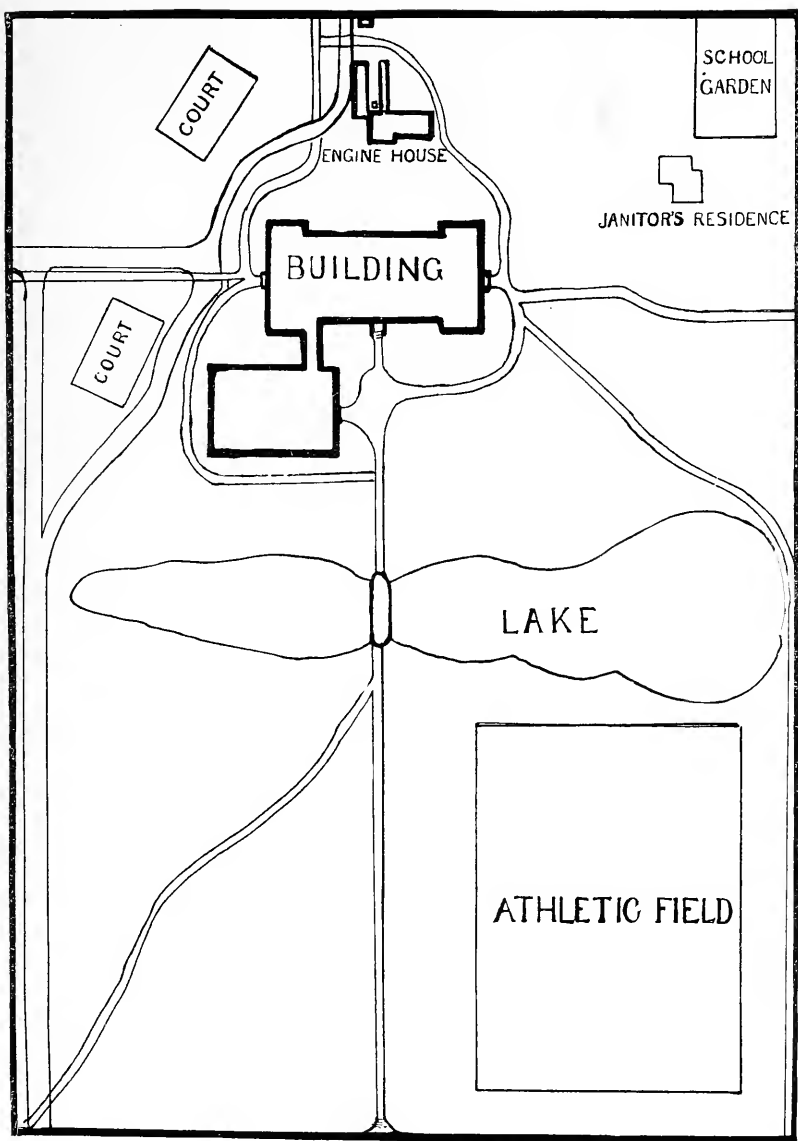
The campus of this institution was donated to the state by Messrs. Morris and Richter of this city. It contained originally fifteen acres. The opening up of streets along the north and south ends have cut it down to about fourteen acres. As it was a corn field at the time it was donated, a great deal of work was necessary in order to make it suitable for school purposes.

The first improvements were begun in the spring of 1873, shortly after the school had occupied its new building. This included fencing, grading, the laying out of walks, the making of a lake out of the ravine that ran from east to west across the campus, and the building of two bridges across the lake. The expense thus incurred was paid for out of the funds of the school¹.

The next improvement was that of planting trees and putting the campus down in blue grass. As far as is known all the trees of the campus were donated either by prominent nurserymen or by the faculty and the students. The work of planting them was done largely by the faculty and the student themselves. Nearly every student in school in the year or two following the occupation of the building, had something to do with the securing and planting of a tree². A number of classes planted groups of trees, the most noted of which was the group of evergreens planted by the class of 1876 in the shape of a star³. A few of the trees of this group are still standing near the lake west of the bridge.

The work of planting trees was continued regularly every spring for several years, and was renewed occasionally until 1887. It was frequently the case that the setting out of a tree was made the occasion of certain formal ceremonies or exercises⁴.

The part thus played by the students in the beautifying of the campus developed in them a peculiar attachment for it which those of a later time can not fully appreciate. Many an old student has derived a great deal of pleasure by returning to the



PLOT OF THE CAMPUS, MARCH, 1905.
(Scale, 160 feet to the inch.)

campus and visiting the tree which he planted and for which he cared while in school.

Sometime during the year 1887-88, Professor M. G. Kern of the U. S. Agricultural Department visited the school and, after carefully investigating the grounds, made a design showing how the needed improvements should be made. For several years efforts were made to get the Legislature to appropriate funds to carry this design into effect, but all in vain⁵. Instead of being improved, the campus was allowed to fall into neglect towards the close of the eighties. Doubtless the lack of funds was the chief cause for this condition of things. But the campus appears to have been more or less abused through the privilege extended to certain persons in town to use it as a pasture ground for their cows at night, and it was frequently strewn with litter that had been left from the picnics that were held there.

When President Dobson took charge of the school in September, 1891, among the first problems he took up was the campus. He succeeded in doing a great deal towards improving it. It was closed as a pasture and picnic ground, and many of the trees were removed where they had grown up too thick. A special appropriation was secured from the Legislature for the granitoid walk which runs from the main entrance on the street directly to the building, and for an iron bridge across the lake⁷. The new walk took the place of numerous, winding gravel and cinder walks, and the new iron bridge took the place of the old wooden one. At the same time the lake was extended to the east, and deepened and widened on the west.

It is a great misfortune that certain changes have been made in recent years which have materially and perhaps permanently injured the appearance of the campus. The annex which was built in 1901, was located in such a way as to prevent it from showing itself to the best advantage and at the same time has ruined the stately appearance of the old building. The laying out of the athletic field in the northwest corner of the campus, essential as it is to the welfare of the school, has marred the natural beauty of the grounds.

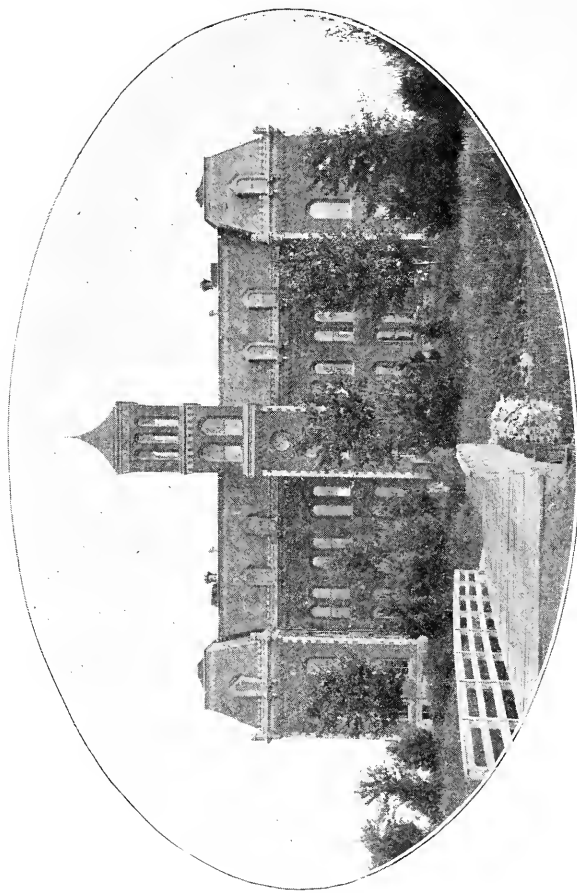
The main building was originally heated by a hot air furnace which was located in the basement⁸. In a few years this was exchanged for a hot water plant⁹. In 1883 the present system of steam heat was installed¹⁰. A few years later the boilers were moved from the basement and put in an engine house south of the building¹¹. The system was enlarged and modified in 1901, when the annex was built¹².

Some important changes have been made in the chapel. The desks which were first used as seats were taken out of the chapel in 1893 and the present opera chairs were put in their place¹³. The platform stood originally at the west end of the chapel, partly on one side of the door at that end and partly on the other. In the fall of 1899 the platform and the seats were arranged as they are today. The gallery at the east end was built in 1894¹⁴. An extension of the gallery along the south side will be made in a short time.

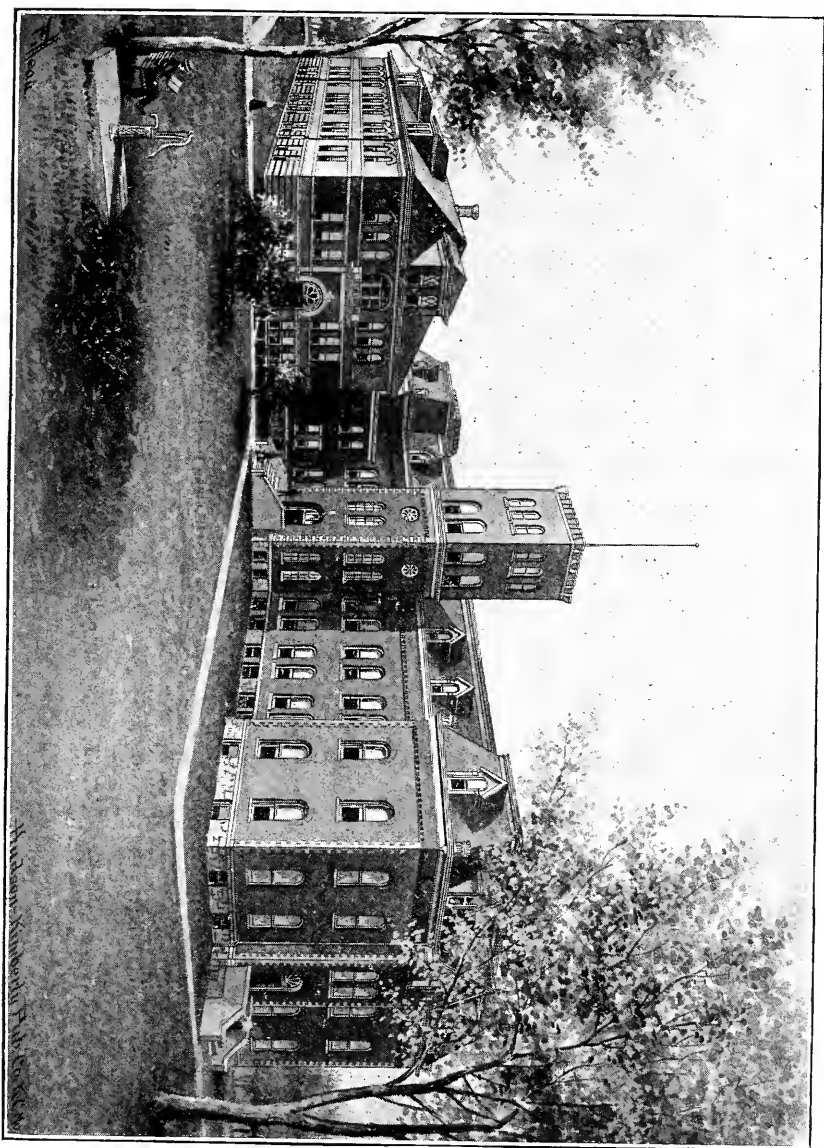
The pictures of the chapel which accompany this chapter give a very good idea of the original and the present arrangements.

The basement of the main building was originally used for the heating plant only. In 1883 the unused portions were fitted up for the model school¹⁵. When the heating plant was moved from the basement, the space it had occupied was fixed up as a chemical laboratory and was used for that purpose until 1899. When the annex on the northeast of the main building was completed in 1901, the training school, excepting the kindergarten department, was transferred to it.

At the present time the main building contains on the basement floor the agricultueal laboratories, the kindergarten department, a recitation room in English, and toilet and store rooms; on the first floor, the manual training department, the zoological laboratory, and recitation rooms in mathematics, history, Latin, and pedagogy; on the second floor, the Y. M. C. A. rooms, the Philomathian hall, the music room, the chemical laboratory and recitation room, and the chapel; on the third floor, the Senior and the Websterian halls, and the elocution room. The annex



THE OLD BUILDING.
(From a photograph taken about 1890.)



THE PRESENT BUILDINGS, MARCH, 1905.

(The annex on the left was completed in December, 1901.)

contains on the basement floor the gymnasium and the recitation rooms of the lower grades of the Training School; on the first floor, the President's office and the recitation rooms of the upper grades of the Training School; on the second floor, the Y. W. C. A. room, the physical laboratory, recitation rooms in English and the library.

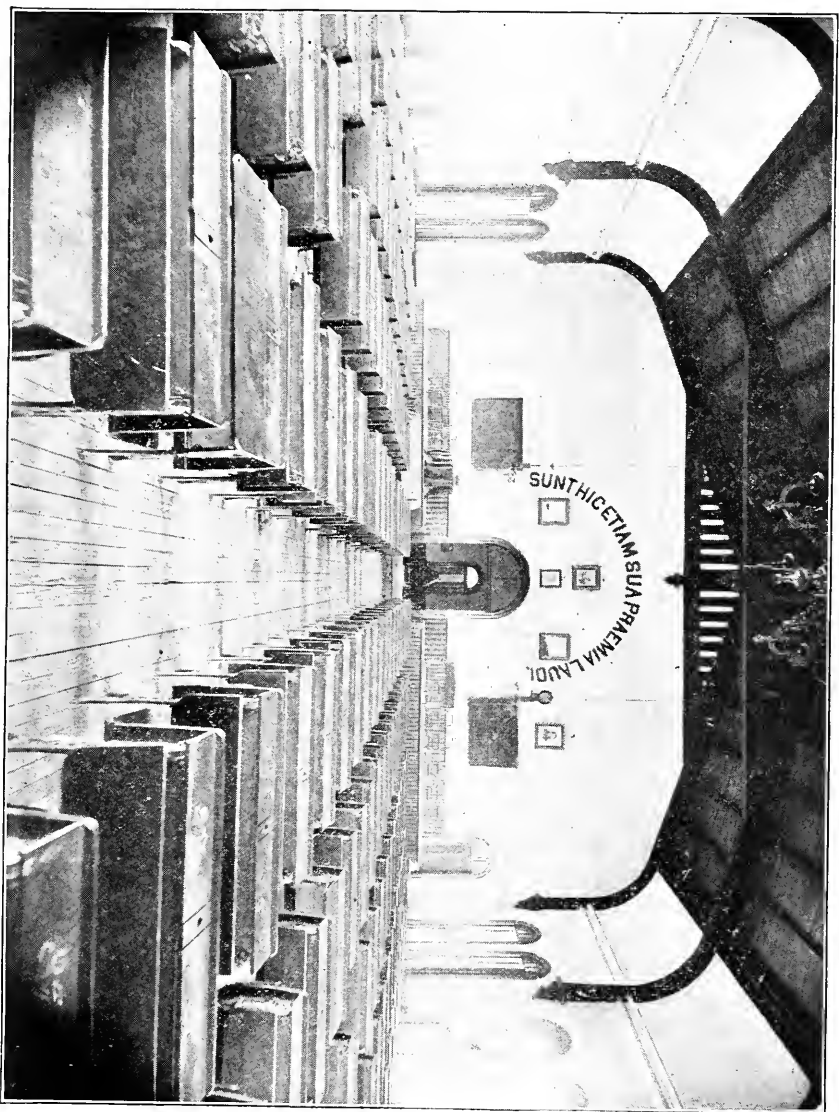
In the last report of President Kirk to the Legislature, the value of the buildings, grounds, and equipments was estimated as follows¹⁶:

1. Value of buildings.....	\$75, 000.00
2. Value of boiler house, smoke stack, and tunnel.....	1, 500.00
3. Value of boiler plant, three tubular boilers.....	3, 150.00
4. Value of books and furniture in library.....	5, 500.00
5. Value of laboratory appliances and fixtures.....	2, 500.00
6. Value of furniture exclusive of library furniture....	3, 000.00
7. Value of campus.....	30, 000.00
	<hr/>
Total,	\$120, 650.00

The estimate on the buildings is far below their actual cost. The main building cost \$100,000 and the annex \$30,000. The difference between the cost and estimated value of this item alone is \$55,000.

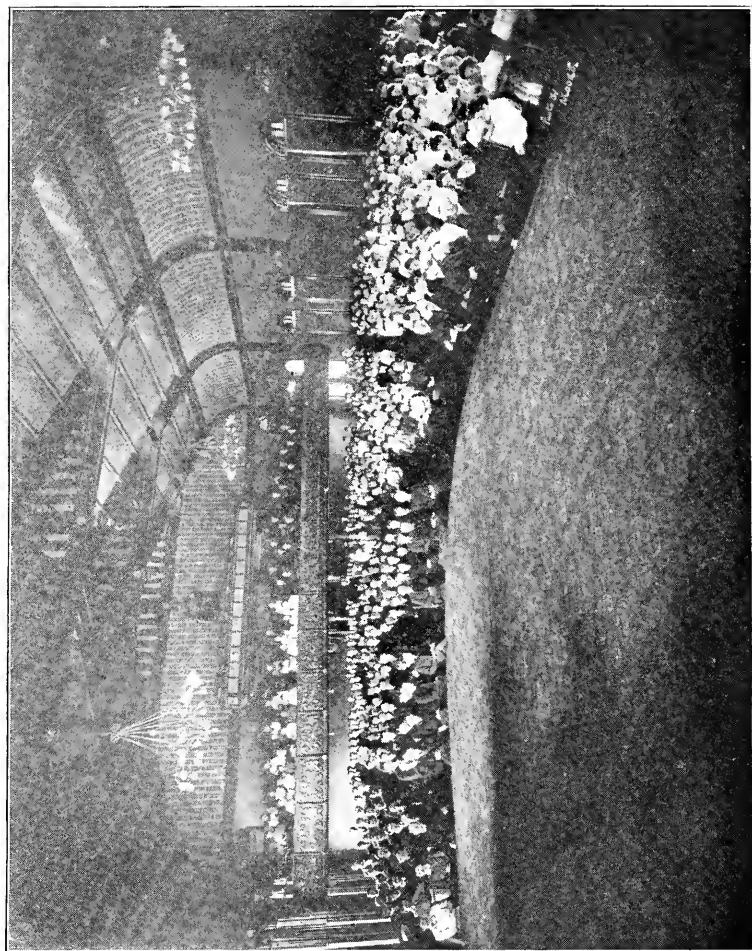
The Legislature of 1905 appropriated \$50,000 for a new building. At the time of this writing, March, 1905, it has not been definitely decided where it will be located. There is a strong desire on the part of some that it be attached to the main building on the west. When completed it will be used largely for the sciences. It will also include the administrative offices of the school and a gymnasium for boys. It will greatly relieve the crowded condition of the other buildings and will make possible some needed rearrangements in the recitation rooms.

In addition to these improvements a model rural school house is to be erected immediately, mention of which has already been made.



THE CHAPEL AS IT WAS AT FIRST.

(From a photograph taken prior to 1883, at least.)



THE CHAPEL AS IT IS TODAY.
(From a photograph taken March 30, 1904.)

NOTES.

1. Catalogue, State Normal School, Kirksville, 1873-74, p. 5.
2. Ibid, 1874-75, p. 3; North Missouri Register, April 2, 1874.
3. North Missouri Register, April 27, 1876.
4. Ibid, March 13, 1876; Kirksville Democrat, April 15, 1886; June 3, 1886; May 14, 1887; Faculty Minutes, March 17, 1882; Catalogue, State Normal School, Kirksville, 1888-89, p. 36.
5. Catalogue, State Normal School, Kirksville, 1888-89, p. 36; 1889-90, p. 37; 1890-91, p. 36.
6. Kirksville Democrat, Sept. 23, 1892; Dec. 9, 1892; Mch. 20, 1893.
7. Ibid, June 7, 1895; Aug. 30, 1895; Laws of Missouri, 1895, p. 20.
8. Catalogue, State Normal School, Kirksville, 1871-72, p. 5.
9. Ibid, 1875-76, p. 3.
10. Ibid, 1883-84, p. 29.
11. Laws of Missouri, 1887, p. 6; 1889, p. 3.
12. Catalogue, State Normal School, Kirksville, 1901-02, p. 42.
13. Laws of Missouri, 1893, p. 20; Kirksville Democrat, May 12, 1893.
14. Kirksville Democrat, July 20, 1894.
15. Laws of Missouri, 1883, p. 6.
16. Biennial report of the State Normal School, Kirksville, for 1903-04, to the Legislature of 1905 p. 11.

CHAPTER XVI.

THE ALUMNI.

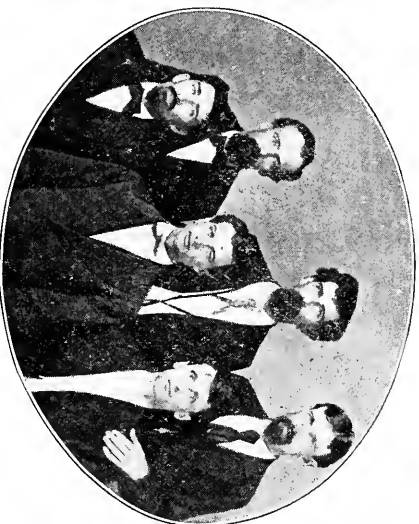
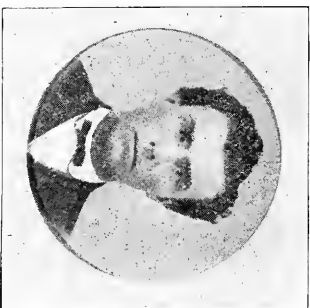
This institution has every reason to be proud of its graduates. Barring a few instances, the young men and women, who have pursued its courses of study to the end, have reflected great credit upon the school.

The material is not at hand to make a definite statement as to the exact percentage of graduates who have pursued the profession of teaching, but it is safe to say that it is very large. Through these graduates, the influence of this institution has been plainly felt in the educational system of this state and also of many other western states, particularly of California. During the seventies many of the graduates of this school were induced to go to California, and in a short time they began to exercise a strong influence upon the public school system of that great state.

It is in Missouri, however, that the school has had its greatest influence, and this is as it should be. Its graduates have occupied many of the most important positions in the public school system of the state. They have filled some of the best superintendencies outside of St. Louis and Kansas City, they have been Principals in the ward schools and teachers in the high schools of many of our best cities, including both St. Louis and Kansas City. Since 1883 graduates of this school have filled the office of State Superintendent. Many of the graduates have been very active in the State Teachers' Association and have done much towards moulding its opinions on various educational matters.

Of those who never took up the profession of teaching at all or turned from it after a few years, many have risen to prominence in other professions in this and other states, and are today reflecting great credit upon their alma mater.

The graduates of the school are given as follows by classes¹.



THE CLASS OF 1872.

(From photographs taken in that year.)

The picture on the right is Selden Sturges, that on the left is Vincent Stine. Those in the group are; top row, reading to right, W. F. Drake, W. N. Doyle, J. C. Stevens; bottom row, I. N. Matlock, J. T. Smith, O. P. Davis. The group picture did not include Sturges and Stine as they were not in school the year they received their diplomas.

POST GRADUATES.

DEGREE—MASTER OF ARTS AND OF PHILOSOPHIC DIDACTICS.

1874—*O. P. Davis.

1875—*W. E. Coleman, W. N. Doyle, C. B. Daughters, J. C. Stevens

DEGREE—MASTER OF ARTS AND PROFESSIONAL TEACHER.

1876—J. U. Barnard, C. W. Bigger, Thomas Cloyd, J. M. White.

DEGREE—MASTER OF ARTS AND DIDACTICS.

1878—J. F. Chandler, Ada Oldham, C. W. Thomas.

1879—Jennie Burton, G. W. Cullison, Ella Carothers (Mrs. Dunegan), W. T. Carrington, N. B. Henry, Maggie Thompson (Mrs. Henry), E. E. Hollopeter, R. S. Iles, A. R. Orr, W. H. Vaughn.

1880—John Barton, Julia Lester (Mrs. Bosworth), Manlove Hall, John R. Kirk, Iowa Phelps (Mrs. Murdy), F. P. Primm, Thos. E. Sublette, Serelda Gilstrap (Mrs. Thomas).

1881—J. C. Dooley, *S. D. Ellis, C. L. Ebaugh, H. McGarry, *C. M. Polley, G. A. Smith.

1882—A. B. Carroll, J. A. Guttery, *J. S. McGhee, I. N. Matlick, Flora Northrup (Mrs. Scheurer), S. H. Soper, Duke E. Wright (Mrs. Herron), W. E. Tipton, A. B. Warner.

1883—T. S. Cox, C. E. Foster, W. R. Holloway, Lulu Sharp (Mrs. Corley).

DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

1884—W. B. Anderson, Olivia Baldwin, S. A. Conway, F. W. Guthrie, Charles Riggle, R. R. Steele.

1885—Cora Baldwin, Selden Sturges.

1888—H. C. Long.

1889—Aven Nelson.

1892—Wm. D. Grove, Mary Trimble Prewitt, F. A. Swanger.

1893—Adaline Bell, Frank Wisdom Hannah, Marguerite Pumphrey (Mrs. Smith), Walter H. Payne, Louise M. Trimble, John A. Whiteford.

1894—R. B. Arnold, C. W. Bowen, Fannie Gentry (Mrs. Lobban).

1896—Minnie Brashear, W. L. Riggs, J. H. Grove, J. A. Koontz.

1897—Fannie K. McCoy, Sophia C. Watson.

1899—Z. Fletcher Wharton.

1900—A. B. Coffee, Geo. M. Laughlin, Anna M. Wood.

1901—Thos. J. Kirk, G. W. Pendergraft, A. P. Vaughn.

1902—Essie Holmes, H. H. Laughlin.

*Deceased.

DEGREE—MASTER OF PEDAGOGY.

- 1903—E. Alta Allen, Mayme Foncannon, Mabel Gibbons, R. Emmett Hamilton.
 1904—Ada Greenwood McLaughlin, Alethea Ringo, Frances Miller, Nora B. Phillips.

GRADUATES.

DEGREE—BACHELOR OF PHILOSOPHIC DIDACTICS.

- 1872—*O. P. Davis, W. N. Doyle, W. F. Drake, I. N. Matlick, J. T. Smith, J. C. Stevens, *Vincent Stine, Selden Sturges.
 1873—C. W. Bigger, *W. E. Coleman, C. B. Daughters.

DEGREE—BACHELOR OF ARTS AND PHILOSOPHIC DIDACTICS.

- 1874—W. H. Baker, J. U. Barnard, G. W. Cullison, (Thomas Cloyd, Sue Forsythe (Mrs. Eaton), Helen Halliburton (Mrs. Sam McReynolds), Julia Lester (Mrs. Bosworth), *Emmir Thompson (Mrs. O. E. Hannah), J. M. White.
 1875—J. R. Bradley, Jennie Burton, B. T. Hardin, R. S. Iles, *A. H. Jamison, *J. S. McGee, J. S. McPhail, A. R. Orr, F. P. Primm, Lizzie Roe (Mrs. Carpenter), C. W. Thomas, Alta Wescott (Mrs. McLaury).
 1876—John Barton, J. F. Chandler, Sallie C. Callaway, (Mrs. Larkins), W. T. Carrington, W. C. Ferrell, N. B. Henry, E. L. Harpham, E. O. Larkins, Ada C. Oldham, Iowa Phelps (Mrs. Murdy), H. C. Rutherford, *Minnie Smoote, O. M. Thompson, Maggie Thompson (Mrs. Henry).
 1877—Ella Carothers (Mrs. Dunnegan), Irene Cumberlin, Serelda Gilstrap (Mrs. C. W. Thomas), E. E. Hollopeter, W. D. Oldham, R. V. Seward, W. H. Vaughn, E. H. Walker.
 1878—Anna Baldwin (Mrs. G. W. Sublette), J. C. Dooley, *S. D. Ellis, Charles L. Ebaugh, *H. A. Fink, Rebecca E. Hubbell, Manlove Hall, John R. Kirk, H. McGary, *C. M. Polley, G. W. Sublette, Thomas E. Sublette.
 1879—W. B. Baker, Cora B. Baldwin, (Mrs. Hastan), A. O. Daman, Anne Dysart, Addie M. Green (Mrs. Britton), Rice Knox, R. E. Oldham, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.
 1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, T. L. Herbert, H. Johnson, Flora Northrup (Mrs. Scheurer), *S. H. Soper, W. E. Tipton, Edmonia D. Wright (Mrs. Herron).
 1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B.



THE CLASS OF 1887.

- Loudon, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp (Mrs. Corley).
- 1882—J. O. Allison, Nellie Bagg (Mrs. Glaize), S. A. Conway, Ida Frankland, F. W. Guthrie, J. L. Holloway, J. W. Jones, C. Riggle, R. R. Steele.
- 1883—J. S. Erwin, Aven Nelson, Lura Owen (Mrs. Lon Mitchell), J. N. Pemberton, Mary T. Prewitt, Lottie T. Spencer (Mrs. O'Neil).

DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

- 1884—R. W. Barrow, J. D. Brown, B. F. Carroll, S. A. Crookshanks, Miriam Davis (Mrs. Mitchell), Mary Griffith, J. H. Grove, J. F. Holiday, R. E. Johnston, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Traverse), Carrie Randall (Mrs. Thwing), H. B. Shain, Mamie Sharp (Mrs. Simpson), F. A. Swanger, Nettie Willard (Mrs. Hovey).
- 1885—R. B. Arnold, R. E. Barnard, A. M. Boyd, C. C. Childress, Silas Dinsmoor, W. W. Griffith, W. D. Grove, Mary Howell (Mrs. Finegan), Allie Link (Mrs. Whitacre), O. M. Mitchell, F. M. Patterson, Fannie Riggs (Mrs. Long), Isom Roberts, J. J. Steele.
- 1886—S. P. Bradley, A. J. Bradsher, J. J. Brummitt, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, *Fannie Graer (Mrs. J. W. Martin), G. M. Holiday, Etta L. Johnston (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, Mary L. Northeutt (Mrs. Locke), L. M. Phipps, Stacy G. Porter (Mrs. Miller), W. T. Porter, A. L. Pratt, J. F. Pratt, *I. A. Price, J. A. Pulliam, Paul Sanford, J. M. Simpson, Minnie Smith (Mrs. Fowler), T. J. Updyke, J. J. Watson, J. D. Wilson.
- 1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Edwards, Andrew Erickson, G. W. Fisher, Georgia Funk (Mrs. Meyers), Ella Funk, Mattie Hannah (Mrs. Humphreys), U. G. Humphreys, A. L. Holiday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene Link, E. D. Luckey, C. K. McCoy, Geo. F. Nason, Marguerite Pumphrey (Mrs. Smith), Belle Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, *Ida Thompson (Mrs. Price).
- 1888—E. E. Barnett, H. S. Bruce, Mollie Chancellor, E. L. Cooley, Lissie Funk, George R. Funk, Sallie Gex (Mrs. Roberts), H. C. Harvey, Morgan H. McCall, Fannie Mackoy, A. L. McKenzie, Lula Patterson, Marie W. Patterson, D. L. Roberts, Prudie Risdon (Mrs. Tillery), Mollie Reed (Mrs.

- Cooley), Minnie Reed, S. M. Snodgrass, Alma Smith (Mrs. J. B. Dodson), Pauline C. R. Stone (Mrs. Rozelle), Eva White.
- 1889—Isabel Ellison (Mrs. Vinsonhaler), Wm. Eiring, Fannie Heald, C. W. Haman, Frank Hannah, E. T. Hubbard, Genie Nolan, George H. Owen, Lucy Patterson (Mrs. Motter), W. L. Riggs, Ella Woods, W. W. Walters.
- 1890—J. T. Aldridge, Emma Ammerman, C. W. Bowen, Julia B. Ellison (Mrs. Hill), Charles Eiring, Fannie Gentry (Mrs. Lobban), Sue Greenleaf, George Gex, Nina Heald (Mrs. McClure), Lizzie Harvey, Emma Poe, Adelia Richmond, Louise M. Trimble, John A. Whiteford, Emily Watson.
- 1891—Geo. Finley Burton, E. O. Doyle, C. P. Guthrie, Jennie Green, Mary Gerard, J. C. Hennon, Kate Hammond, Lillian H. Heald (Mrs. Richmond), Blanche Heiny, *W. A. Muir, Rosa Patterson (Mrs. West), J. E. Petree, Allie Ross (Mrs. Suggett), Ida Stafford (Mrs. Geo. F. Burton), C. A. Savage.
- 1892—Catherine Allen, Minnie Brashear, Ruby Dorothy Bowen (Mrs. J. A. Cooley), Jennie E. Cole, Robert Lee Eberts, Nellie Matilda Evans, Thomas Alonzo Hays, Cassandra Emma Hubbard, Evan Richard Jones, Metta May McCall, Louis Edward Petree, Geo. Arthur Radford, Oliver Stigall, *Caddie Smith, Lundy Byron Smith, Lida Athleen Shultz (Mrs. Risdon), Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western.
- 1893—Charles Bagg, Della Baird, L. Alice Bond (Mrs. Christie), Clarence Alva Blocher, *Maggie Crawford, Allie Davis, Mae DeWitt (Mrs. Hamilton), Martha DeWitt, Emeline Fee, Meade Ginnings, Benjamin F. Guthrie, Mamie Harrington (Mrs. Schwartz), Ruth Jeffers, James Alva Koontz, Chas. Murphy, *John R. Musick, John Davis Marr, Camile Nelson, *Henry E. Patterson, Calvin Henry Paul, J. T. Ronald, Alethea Ringo.
- 1894—Geo. Washington Atterberry, Hubbard Blair, Wm. Batchelar, Mary Porter Burks, Alice Elzira Downing, Warren Mitchell Duffie, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Benjamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Motter, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge (Mrs. Payson), Anna Wood.
- 1895—Fred William Alexander, James Perry Boyd, Thomas

- Austin Craghead, Enoch Marvin Drinkard, Samuel Rodgers Dillman, Alva E. Dowell, Dorothea Caroline Foncanon (Mrs. E. C. Grim), Ezra Clarence Grim, Jesse Bird Hatcher, Kate Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas McGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm (Mrs. Emory Green), Ambrose Dudley Veatch, Julia Alberta Wardner.
- 1896—Frank Buckner, Ida Brashear, Manville Carothers, Jennie Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Louise Rex, Ledrew Esper Ryals, Nell Stone (Mrs. Brace), Zorado Snelling, Arthur T. Sweet, S. E. Seaton.
- 1897—W. S. Boyd, John C. Bohne, P. E. Burns, C. C. Blue, E. C. Bohon, Aida Evans (Mrs. Buckmaster), Fred Fair, E. E. Funk, Mayme Foncannon, Harry L. Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, John H. Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. E. Neese, Martha Petree, Victor Parrish, O. A. Petree, *McDonald Petree, F. H. Potter, Nora Phillips, G. W. Pendergraft, Saida Ragsdale, Carrie Reynolds (Mrs. Conner), A. H. Smith, Lilah Townsend, S. E. Terpening, A. P. Vaughn, W. I. Woodson.
- 1898—Amy Brown, Claude S. Brother, Ardella Dockery, Sallie Davis, May Evans, A. D. Foster, A. S. Faulkner, Kate Holdsworth, Hattie Lyon, R. N. Linville, J. D. Luther, *O. H. Lind, Birdie Miller, Julia McBeth, Lilly Northcutt, Anna Pile, Albert Pratt, Ethel Ringo (Mrs. J. E. Weatherly), Mary Sullivan, W. E. Shirley, Ray Seitz, W. B. Thornburg.
- 1899—Cordelia Ashlock (Mrs. Brown), Pansy Bowen (Mrs. H. H. Laughlin), Delos Austin Bragg, Cora C. Buchanan, Gwyn H. Baker, Ellen J. Crockett, Lottie Christine, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme Lorenz, Bess Hannah Link, Zoe McDowell, G. W. Pauly, Mrs. Lena Pauly, Julia Louise Porter (Mrs. Garth), Jessie Ray, Frank K. Surbeck, E. Claude Smith, John B. Stigall, Nannie Thomas, Britt Payne Taylor, Jas. Hornbuckle Turner.
- 1900—Alice Adams (Mrs. W. J. Shepard), Susan Luella Anderson, Florence Baker, Susie Barnes, E. Grace Omer (Mrs.

Bohrer), Genevieve Bovard, J. A. Carmack, Adah Blanche Caskey, W. Lemuel Cochrane, Leota Lillian Dockery, Joseph C. Dougherty, Ella Evans, Alice Foncanon, E. H. Gipson, Blanche Hall, Robert Emmett Hamilton, Davella Hendricks, Jacob Wilhelm Heyd, Essie Hill, Vida Jenkins, Roxana Howard Jones, Harry H. Laughlin, N. June Lemon, Sadie Lemon, Emma Long, Elsie Mae Martin, N. F. McMurry, Mary Miller, J. C. Moorman, Myra Mills, May E. Northeutt, Walker S. Pemberton, Lida Powell, Sunie Roberts, Mathilde B. Rombauer (Mrs. Henry), Elea B. Scott, Rose A. Shantz, Rosa May Smith, Stella Stone, P. O. Sansberry, Mary A. Talbot, James Harrison Turner, Fred W. Urban, William C. Urban, Jessie B. Vaughn, Inez Webber, Sadie Westrope, Virginia Louise White (Mrs. Graham), Lena Wilkes.

1901—Effa Allen, Edna Baker, Basil Brewer, Artie Keller Cleveland, Anna Margaret Earhart, Cassius V. Eaton, Anna Ely, T. M. Evans, Eugene Fair, Alta Lee Gill, Mary C. Greenwood, *Mabel Gilhousen, Wannee A. Hall, G. L. Hawkins, Vena Hennon, M. Braxie Hull (Mrs. Alsdorf), E. Gertrude Johnston (Mrs. Oliver Stigall), Nelson Kerr, Robt. L. Kirk, Thos. J. Kirk, Alta Lorenz (Mrs. Eugene Fair), Mittie W. Mason, F. L. McGee, Elmer A. McKay, T. M. Mitchell, Pearl Moulton, Susan Nicholas, Lettie Petree, Nora Elma Petree, Mary Porter, Minnie Reed, Erma Reëdal, N. Reuben Riggs, Lucy Rudasill, Robert A. Scott, Enoch B. Seitz, B. P. Six, J. A. Taylor, Leonard M. Thompson, Cora L. Walker, Mamie Willard, Bessie S. Wittmer, Jessie M. Wright.

1902—Mattie Adams, E. Alta Allen, H. T. Allen, S. W. Arnold, Sara F. Buchanan, George Crockett, M. E. Derfler, C. E. Dickson, Fanny Dulaney, Bert L. Dunnington, *Sadie M. Elwood, Bertha Evans, Marcy Carmen Fisher, Francis J. Gibbons, Ottie M. Greiner, Alice F. Erwin, Clyde Hennon, Frank Heyd, T. W. Imbler, M. Elizabeth Johnston, Maud M. Kennen, Clara Miller, A. R. Morgan, Lillian Neale, N. H. Randall, Ida F. Ray, Audrey D. Risdon, Eva Robbins, Libbie Smith, Isadore Smoot, Martha E. Sparling, David Stanley, J. M. Stelle, Geo. J. Stringer, Jennie Townsend, June Wack, Gertrude Watson, Eunice Wilkes.

DEGREE—BACHELOR OF PEDAGOGY.

1903—Grover C. Allen, Bertha Allison, Kate Ashlock, Loa E. Bailey, Ray Barker, Clara Blackwell, Jessie Brewer,

Leona Brown, Clay L. Carter, G. N. Dance, Roy L. Gardner, Ada O. Harmon, Gertrude Heller, Chas. A. Heryford, Russell E. Holloway, Cloe F. Johns, Grace Jones, I. Allen Keyte, Lucy C. Kirby, Eunice Virginia Link (Mrs. P. W. Bonfoey), R. V. Markland, Thos. Marksbury, Mabel McHendry, Carrie Mills, R. L. Minton, Blanchie Moore, L. A. Moorman, S. E. Morlan, N. Mabel Owen, Lelah Popplewell, Tilden Powell, Eugenia Ringo, L. D. Roberts, Grace Rucker, Susie Salling, Christine Tall, Sarah E. Thomas, Myrtle Traugher, Lillian Louise Weedon, Bessie Wells (Mrs. Grant), Edna Edith Wilson.

1904—Charlotte Bain, W. J. Banning, Clara Belle Bassett, Vera Blake, M. A. Boyes, Roma Brashear, Eleanor Breier, Margaret Brewer, Sam C. Brightman, DeEtta Broadbent, Sallie Brown, J. E. Burch, S. E. Calvert, S. A. Coffman, Cora Collier, Daphne Crawford, Cannie Damron, Lucie Davis, Julia Estelle Dockery, C. V. Downing, F. W. Dralle, Hallie Eisiminger, E. J. Ford, Leon Fraizer, Lura Gilbreath, C. T. Goodale, Harry Hall, Eula Hull, Lena Hutcherson, Ida Jewett, Louise Johnson, Rubie Kay, D. Kittel, Lydia Koennemann, Bessie Leazenby, Anna Lotter, H. A. Lemon, W. M. McClain, J. A. Miller, Iowa Miller, Herbert Mitchell, Fred Morgan, Jessie Nicholas, E. J. Powell, Mrs. Tilden Powell, Julia Proctor, C. A. Roberts, William Robertson, W. J. See, Daisy Seaber, Raymond Shoop, Tress Surbeck, May Spivey, C. E. Temple, Catherine Zimmerman.

NOTES.

1. This list of graduates has been carefully compiled from catalogues beginning with the one for 1872-73. It is, therefore, free from many of the errors that have been appearing in the lists of graduates in the catalogues and bulletins of late years.

CHAPTER XVII.

COMMENCEMENTS.

Inasmuch as the closing exercises of the early years of the school were very different from what they are today, it will be of interest to note what they were at first and trace the changes that have been made in them from time to time.

At the close of the first year, 1867-68, there were no graduates. Hence the closing exercises were very brief. As far as our information goes they were confined to oral examinations which were held on the last two days of the session. As these examinations were intended as a display rather than a test from which the final standing of the students was determined, the public was cordially invited to attend them. The newspapers of the time state that a large number responded to the invitation¹.

No record has been found of the closing exercises of 1869 and of 1870. In all probability they consisted largely each year of the above mentioned public examinations. It is likely that those of 1870 included some sort of an "exhibition" in which the fifteen young men, who were graduated that year in the "modern college course abridged," participated².

The closing exercises of 1871 were the first held after the school had been adopted as a state institution. From the newspaper accounts of them at the time, there seems to have been some extra efforts to make them befit the newly endowed institution. There were no graduating exercises, but there were the usual public oral examinations which extended through five days, and in addition there were, during the evenings of the week, "exhibitions" by the students and addresses by men who were prominent in the educational and political circles of the state. Among those who were specially mentioned for their addresses were Superintendent W. T. Harris, then of St. Louis, Major J. B. Merwin of the American Journal of Education, and President Baldwin³.

The closing exercises of 1872 differed from those of preceding years in that they included, in addition to what had come to be the customary events of the season, the graduating exercises of the first class in the four years' course. The closing exercises of this year constituted, therefore, the first regular commencement of the school. The program included not only an oration from each of the eight members of the graduating class, but also an oration from each of the four young men who were graduating in the three years' course and from three representatives of the two year's class who had been chosen by the faculty for that duty. In all there were fifteen orations besides the address by State Superintendent Monteith and the presentation of the diplomas by President Baldwin⁴.

This arrangement formed an important precedent. From 1872 to the present time the four and the two years' classes have had some sort of graduating exercises in which all the members of the classes or certain ones designated by the faculty took part, and from 1872 to 1892 the representatives of the three years' class appeared regularly at some time during the commencement exercises. At first it was the custom for the representatives of these three classes to perform their duties at the same gathering, but later these duties were divided so as to occur at two or more different times. Until recent years the faculty always designated those or most of them at least, who should take part in these exercises.

The commencement of 1873 was the first to be held in the present chapel. It is further distinguished from those of former years by the introduction of the annual reunion⁵. The reunion was an informal social gathering of the old students who had returned for the commencement exercises, and of the students who were just finishing the year's work. It was held in the chapel, generally on the evening of the day on which the graduating exercises of the four years' class had been given. For several years after the reunion was established, it constituted one of the most enjoyable features of the commencement season. Usually a program, which was more or less informal and which aimed at enter-

tainment only, was rendered. A regular number on this program, in the early years at least, was the promenade which sometimes lasted as long as two hours⁶. Reunions seem to have been held regularly from 1873 to 1900⁷. Since 1900 they have been discontinued.

As far as is known, the commencement of 1874 was the first to include among its events a special entertainment by one of the literary societies. The honor of introducing this feature belongs to the Philomathean Society⁸, and as it happens the entertainment given at this time by this society was its first effort in public. This entertainment set another important precedent; for until a few years ago it was the custom for one and sometimes for two of the societies to present a special program during commencement week, or just immediately preceding it⁹.

During the commencement week of 1875, the first annual entertainment by the Alumni Association was held. This association had been formed in June, 1874, but nothing was done at that time beyond organizing and arranging for the program for the next year¹⁰. This program was rendered one evening during the commencement week of 1875. It consisted of varied literary exercises by certain members, the most important of which was an address by the President of the association¹¹. Since 1875 the Alumni association has held some sort of an annual gathering every year excepting 1900 and 1904. At these gatherings the annual entertainment has been a fairly regular feature. The program has usually consisted of addresses by different members of the association, one of which has been the annual address by the president¹². Once or twice an address by some orator of national reputation was substituted for the numerous addresses of the members of the association¹³. At different years, arrangements were made for two or three conferences during the afternoons of commencement week, in which various pedagogical problems were discussed¹⁴. These conferences were generally interesting and profitable to those who attended. Beginning in 1877¹⁵, the alumni association has generally provided some sort of a repast for those in attendance and their invited guests. These repasts

have been all the way from the simplest refreshments to a very formal banquet.

By 1875 a regular program of events for the commencement season, had become fairly well established. These events included public oral examinations which were yet intended more for display than for determining the final standing of the students, literary society entertainments, graduating exercises of the different classes, addresses by prominent speakers, meetings of the alumni association, and annual reunions. No change of any importance was made in the above list of events until 1883.

During President Blanton's administration some important changes were made in the exercises of the commencement season. In the first place, the baccalaureate sermon was introduced. The first one was delivered in 1883 by the Rev. Mr. Wilkie of Columbia¹⁶. Since that year the baccalaureate sermon has been a regular event of every commencement¹⁷. In the second place, the public oral examinations were abolished in 1883-84 and have never been revived. In the third place, the contests in oratory for the Regents medal and in declamation for the Baird medal were moved down to the commencement week instead of being held some weeks or months before that time. This change was made in 1886¹⁸. From that year down to a few years ago when they were discontinued, these contests formed very important features of the commencement program.

The only change of any importance in the events of commencement week during President Dobson's administration was the dropping out of the exercises of the three years' class in 1892. This class had not received diplomas or certificates since 1884, but the custom of having it present a program at commencement time was continued until 1892¹⁹.

The field day exercises which were established in 1895 and which have been held regularly every year [since, have usually been held some days before the opening of the commencement season, and hence cannot be properly considered as among the events of the commencements.

With the exception of the elimination in 1892 of the exercises

of the three years' class, the program of commencement events remained unchanged from 1887 to 1900.

In 1900 and 1901 a number of radical changes were made in the commencement program. In the first place, each of the classes adopted the custom of having class day exercises apart from their graduating exercises. The former have consisted of the orations and essays which had formerly been given at the graduating exercises, and other numbers such as declamations, musical selections, class histories, and the like. These duties have been performed by persons selected solely by the class. The graduating exercises have been given over to the address to the class by some prominent speaker whom the class had chosen, and to a very informal presentation of diplomas. In the second place, the exercises by the literary societies and the contests in declamation and oratory, the reunions, and the custom of assigning first and second honors in the graduating classes have been discontinued.

From the foregoing account we have seen that the closing exercises of the school began with public oral examinations, that they were gradually extended until they included a great variety of events, and that since 1900 the tendency has been to shorten the commencement season and to simplify the exercises. No effort has been made to relate the details of each commencement. Such would have necessitated much repetition. Peculiar interest, however, is attached to the commencement of 1893 because of "Baldwin Day." This matter will be considered in the chapter on "Special Events."

The salutatorians and valedictorians of the graduating classes from 1872 to 1899 inclusive, during which time it was customary to award commencement honors on the basis of scholarship, are as follows²⁰:

CLASS	SALUTATORIAN	VALEDICTORIAN
1872	J. T. Smith	J. C. Stevens
1873	C. W. Bigger	W. E. Coleman
1874	Helen Halliburton	J. U. Barnard
1875	Alta Wescott	R. S. Iles
1876	W. C. Ferrill	John Barton
1877	W. D. Oldham	Serelda Gilstrap
1878	Anna Baldwin	John R. Kirk
1879	Annie Dysart	A. B. Warner
1880	A. B. Carroll	W. E. Tipton
1881	D. D. Sayers	W. R. Holloway
1882	R. R. Steele	J. L. Holloway
1883	Mary Prewitt	Aven Nelson
1884	R. W. Barrow	Libbie Miller
1885	R. B. Arnold	Silas Dinsmoor
1886	Nannie Garrett	Mary Northcutt
1887	G. W. Fisher	E. D. Luckey
1888	David Roberts	Frances Mackoy
1889	Ella Woods	G. H. Owen
1890	John Whiteford	Louise Trimble
1891	Ida Stafford	J. E. Petree
1892	R. L. Ebberts	Ellen Van Horne
1893	Meade Ginnings	B. F. Guthrie
1894	Lena Edelen	F. W. Motter
1895	Dollie Foncanon	E. C. Grim
1896	S. E. Seaton	Nell Stone
1897	Mamie Foncanon	Martha Petree
1898	A. B. Pratt	A. S. Faulkner
1899	B. P. Taylor	Lottie Christine

NOTES.

1. Kirksville Journal, June 18, and July 2, 1868.
2. Fourth annual circular of the North Missouri Normal School.
3. North Missouri Register, June 1, 15, 22, 29, and July 27, 1871.
4. Ibid, June 20, and July 4, 1872.
5. Ibid, June 19, 1873.
6. Ibid, July 2, 1874; June 24, 1875; June 22, 1876; June 28, 1877.
7. See the calendars of events in the catalogues of the school from 1877-78 to 1899-1900.
8. North Missouri Register, June 18, 1874.
9. See the announcement of the society entertainments in the cata-

logues of the school.

10. Alumni Record, Vol. I, p. 15.
11. The Tatler, Kirksville, June 19, 1875.
12. Alumni Record, Vol. I, pp. 15, 17.
13. Ibid, pp. 47, 65.
14. Commencement programs for 1879, 1888, 1892, 1893.
15. Alumni Record, Vol. I, p. 19.
16. Kirksville Democrat, June 21, 1883.
17. Ibid, June 17, 1886.
18. The baccalaureate preachers to the school have been as follows: 1883, Rev. W. Y. Wilkie; 1884, Rev. Dr. Pope Yeaman; 1885, Rev. Dr. John Mathews; 1886, Rev. Dr. H. B. Ridgeway; 1887, Rev. Dr. W. H. Black; 1888, Rev. J. H. Garrison; 1889, Rev. Stephen Green; 1890, Rev. Dr. S. M. Neill; 1891, Rev. Geo. W. Miller; 1892, Rev. Dr. M. J. Breaker; 1893, Bishop E. R. Hendrix; 1894, Rev. Dr. B. P. Fullerton; 1895, Rev. Dr. W. H. Black; 1896, Rev. Dr. William Short; 1897, Rev. Dr. T. D. Wallace; 1898, Rev. Dr. A. S. Embree; 1899, Rev. W. J. Williamson; 1900, Rev. Dr. I. S. Hopkins; 1901, Rev. Dr. W. H. Black; 1902, Rev. I. N. McCash; 1903, Rev. W. H. Starr; 1904, Rev. Dr. E. C. Gordon.
19. Faculty Minutes, Jan. 21, 1892.
20. The names of the salutatorians and valedictorians of the various classes have been secured largely from the newspaper accounts of the commencements from year to year.

CHAPTER XVIII.

CONTESTS IN ORATORY AND DECLAMATION.

Contests for prizes in oratory and declamation were unknown in this school until 1880. In that year Judge A. J. Ellison founded a contest in oratory, and Mr. W. T. Baird founded one in declamation¹. In the course of time many other contests were established by other persons and maintained by them for many years. At the present, however, none are maintained. As these contests were of much interest to the students at the time they were given, it has been thought advisable to give some attention to them.

The prize in oratory was presented by different persons at different times. From 1880 to 1882 it was given by Judge A. J. Ellison², from 1883 to 1893 by the Board of Regents³, and from 1894 to 1901 by Mr. R. M. Ringo⁴. The prize offered by Judge Ellison was a twenty dollar set of Shakespeare; that offered by the Regents and by Mr. Ringo was a twenty dollar gold medal. This contest was at first open to both the young men and the young women of the junior and senior classes. Later it was confined to the young men only of these classes. The contestants were elected by the literary societies. From 1880 to 1885 these contests were held on February 22; from 1886 to 1901 they were held sometime during commencement week.

The winners of the contests in oratory were as follows⁵:

ELLISON PRIZE:

1880—Edmonia D. Wright.

1881—Edwin Hatch.

1882—J. L. Holloway.

REGENTS MEDAL:

1883—Aven Nelson.

1884—W. C. Long.

1885—W. T. Porter.

1886—L. M. Phipps.

1887—F. B. Christie.

1888—H. S. Bruce.

1889—J. S. Arnote.

1890—J. C. Hennon.

1891—E. R. Jones.

1892—A. D. Veatch.

1893—J. A. Koontz.

RINGO MEDAL:

1894—T. A. Craighead.

1895—F. W. Alexander.

1896—C. S. Brother.

1897—B. P. Taylor.

1898—J. B. Stigall.

1899—J. G. Brown.

1900—Enoch Seitz.

1901—Nelson Sears.

The contest in declamation which was established by Mr. Baird in 1880, was open at first to the young men and women of the sophomore class⁶. In 1889 a special contest in declamation for young men was established, and after that year the Baird contest was confined to the young women of the sophomore class⁷. The contestants were elected by the societies. The prize was at first a fifteen dollar set of English poets, later it was a fifteen dollar gold medal. The contest was held in the first years sometime early in May, but in later years, it was given during commencement week. It was discontinued after 1900.

The winners of the Baird declamatory contest were as follows⁸:

1880—Miss Jennie Dodson.

1881—Miss Nettie Willard.

1882—Miss Fannie Riggs.

1883—Miss Kate Clark.

1884—Miss Laura Featherstone.

1885—Miss Ida Fowler.

1886—Miss Alma Smith.

1887—Miss Jessie Burton.

- 1888—Miss Fannie Gentry.
- 1889—Miss Kitty Allen.
- 1890—Miss Mayme Harrington.
- 1891—Miss Mattie Blanton.
- 1892—Miss Mabelle Etter.
- 1893—Miss Grace Jamison.
- 1894—Miss Anna McAfee.
- 1895—Miss Cora Buchanan.
- 1896—Miss Ardella Dockery.
- 1897—Miss Kathryn Maxwell.
- 1898—Miss Lucy Rudasill.
- 1899—Miss Josephine Buchanan.
- 1900—Miss Eloise Duty.

In 1889 another declamation contest was established for the young men of the sophomore class. The reason that was assigned for this special contest for young men, was that the young ladies had been regularly successful in winning the prize offered by Mr. Baird. In order, therefore, that the young men might have a chance to win a medal in declamation, Mr. E. W. Stephens of Columbia established in 1889 a contest for them⁹. It has just been noted above that in the same year the Baird contest was confined to the young ladies. The prize in the new contest was a fifteen dollar gold medal. For the first two years it was given by Mr. Stephens; from 1891 to 1893 and from 1898 to 1900 it was given by the faculty of the school, who paid for it out of the library fund; from 1894 to 1897 it was offered by Mr. F. A. Swanger. The prize has been variously known as the Stephens, the Library, and the Swanger medal. The contestants were elected by the literary societies. The contest was always held sometime early in May. It was discontinued after 1900.

The winners of this declamation contest were as follows¹⁰.

STEPHENS MEDAL:

- 1889—C. B. Foncanon.
- 1890—J. C. Burton.

LIBRARY MEDAL:

- 1891—Ben Scofield.

1892—Frank Harris.

1893—B. P. Taylor.

SWANGER MEDAL:

1894—A. B. Elliott.

1895—S. M. Payne.

1896—Ray Seitz.

1897—L. E. Floyd.

LIBRARY MEDAL:

1898—J. G. Brown.

1899—M. A. Romjue.

1900—M. D. Boucher.

Besides these regular contests, there were a few others which were maintained for short periods of time. In 1889, a second oratorical contest was founded by the firm of Fout and Bean who offered a twenty dollar gold medal for the best oration on some patriotic subject¹¹. In the following year, this firm was dissolved, and the prize was given that year by the Zetosophian Society¹². If it was ever offered afterwards, no record has been found of the fact. The winners of the prize have not been ascertained.

In 1888 an essay contest was founded by Dr. G. A. Goben and was maintained by him for three years, the prize being a twenty dollar gold medal. The rules of the contest were somewhat unusual. At the beginning of the school year, the President of the school announced a list of subjects from which each contestant chose the subject on which he would write. At a given day in the following April, all the contestants met in the chapel and there wrote their essays without notes or help of any kind¹³. In April, 1890, these rules were changed so that the contestants were allowed to write their essays privately and with whatever help and notes they cared to use. The change was made because the end sought under the original rules had not been realized inasmuch as the contestants had been in the habit of preparing their essays beforehand, committing them to memory, and then reproducing them from memory on the day of the contest¹⁴. The prize for this contest was given by Mr. H. G.

Parcell in 1891¹⁵, after which it was discontinued. A full list of the winners has not been secured.

In 1898 and 1899, another essay contest was maintained by Funk and Wagnall, who offered a thirty dollar set of Musick's Novels for the best essay on some subject in American history. The prize was won by Miss Janie Anderson in 1898 and by Mr. L. M. Cox in 1899¹⁶.

In 1885, a prize of fifteen dollars in money was offered by the President and the Secretary of the school to the student who would pass the best examination on a certain prescribed course of reading¹⁷. One of the principal efforts made by President Blanton while connected with the school was to get the students to read extensively in the best literature. In order that they might be encouraged to do this, he drew up at the beginning of each year a strong course of reading and offered a prize to the student who should pass the best examination on it at the close of the year. The prize was given regularly until the end of President Blanton's administration¹⁸. Unfortunately no record of the winners of the prizes has been found.

In 1895 a prize in spelling was established by President Dobson and Professor Ross, the secretary of the faculty. The prize was a Webster's Unabridged Dictionary and was offered to the one who made the best grade in spelling for twenty weeks. It was given regularly until the end of President Dobson's administration¹⁹. A complete list of the winners has not been found.

In addition to these contests which were all strictly local in character, there were two others which were connected with the Inter Normal Oratorical and Declamatory Association of Missouri. This association was founded in March, 1897 by the three State Normal Schools of the state. Its chief object was to hold each year contests in oratory and in declamation, in each of which each Normal School of the state was to be represented by one contestant²⁰. The winner of the oratorical contest was to represent the state in the Inter State Contest which was maintained by the Normal Schools of Wisconsin, Iowa, Illinois, Kansas, and Missouri²¹.

In order that the school might be represented to the best advantage in the state association, a local oratorical league was formed in the fall of 1897²². Under the constitution adopted, this association was composed of all the students of the school, and oratorical and declamatory contests were held annually to determine who should represent the school in the Inter Normal contest of the state²³.

The first contests of the local league were held on January 14, 1895. The contest in oratory was won by Mr. B. P. Taylor and that in declamation by Miss Cora Buchanan²⁴. In the Inter Normal contests which were held at Warrensburg on March 25, both representatives of this institution won. These contests were attended by a large delegation of students from Kirksville.

As the representative of Missouri, Mr. Taylor took part in the Inter State Normal Contest which was held in Normal, Illinois, on May 6. First honors in this contest were awarded to the representative from Kansas. Mr. Taylor was given first rank in delivery by all the judges, and tied with the representative from Wisconsin in thought. However, on casting up the ranks by percentages, Mr. Taylor was awarded third rank²⁵.

On March 31, 1899 the second annual contest of the Inter Normal Association of Missouri were held in Kirksville. A large delegation of students came from Warrensburg and a small one from Cape Girardeau. The representatives of the school were Mr. O. K. Ingold in the oratorical and Miss Hazel Musick in the declamatory contest. The oratorical contest was decided in favor of Mr. McElvain of Warrensburg. Miss Musick won for the school the first honors in declamation²⁶.

The third annual contest of the Inter Normal Association were held at Cape Girardeau. Only a small delegation attended from this school. The representatives were Miss Lena Wilkes in declamation and Mr. M. A. Romjue in oratory, both of whom were awarded second rank. First honors went to Mr. Veath of Cape Girardeau in declamation and to Mr. Whitelaw of Warrensburg in oratory²⁷.

Because of the financial failure of these contests at Cape Girardeau, they were discontinued.

The period when contests in oratory and declamation were at their height in this institution, was during the administrations of Presidents Blanton and Dobson. The discontinuance of these contests is largely due to President Kirk who holds that much more is to be gained from debates than from orations and declamations. He furthermore disapproves of the motive which the prizes in the oratorical and declamatory contests usually develop in the contestants²⁸. His administration has, therefore, been marked by an increased interest and activity in debates. This is seen in the debating clubs that have been organized in the school and in public debates that have been held between the clubs and between this institution and the State Normal School of Nebraska.

The debates with the State Normal School of Nebraska were maintained for four years, beginning in May, 1901. Two of them were held in Peru, Nebraska, and two in Kirksville. The honors were evenly divided when these debates were discontinued, each school having won two of them. The representatives of this institution were L. M. Thompson, B. P. Six, and L. C. Rust in 1901²⁹; W. T. Allen, Leon Fraizer, and M. E. Derfler in 1902³⁰; L. A. Moorman, J. A. Murphy, and Gertrude Heller in 1903³¹; and A. M. Swanson, Leon Fraizer, and Ida Jewett in 1904³². In 1901 the representatives were chosen by the literary societies; in the other years they were selected by a series of preliminary debates, each society or debating club having its share of contestants. Usually the faculty chose two from the student body at large as contestants.

It is a matter of regret that these debates were discontinued. They were the means of stimulating the students to much of strong thinking and brought the schools of the two states into close and friendly relations.

NOTES.

1. Faculty Minutes, Feb. 28, 1879; Catalogue, State Normal School, Kirksville, 1879-80, p. 27.

2. Ibid.

3. Catalogue, State Normal School, Kirksville, 1883-84, p. 26; also subsequent catalogues under the subject "Medals" until 1893-94.

4. Catalogue, State Normal School, Kirksville, 1894-95, p. 10; also subsequent catalogues under the subject "Medals" until 1900-01.

5. Kirksville Journal, Feb. 26, 1880: Graphic, Feb. 25, 1881: Journal, March 2, 1882: Democrat, March 1, 1883; Feb. 28, 1884; Feb. 26, 1885; June 17, 1886; June 16, 1887; June 14, 1888: Graphic, June 14, 1889: Journal, June, 19, 1890; June 11, 1891: Democrat, June 17, 1892; June 16, 1893; June 15, 1894; June 14, 1895; June 12, 1896; June 11, 1897; June 10, 1898; June 16, 1899; June 15, 1900.

6. Catalogue, State Normal School, Kirksville, 1879-80, p. 27.

7. Faculty Minutes, Apr. 21, 1890.

8. The names of the winners for the years 1880 to 1897 were secured from the program of the contest in 1898. The names of the winners from 1898 to 1900 were secured from the Kirksville Democrat, June 10, 1898; June 16, 1899; June 15, 1900.

9. Kirksville Journal, May 9, 1889; Faculty Minutes, Apr. 21, 1890.

10. Kirksville Journal, May 9, 1889; May 8, 1890; May 7, 1891: Democrat, May 13, 1892; May 12, 1893: Journal, May 10, 1894: Normal Message, May-June, 1895, p. 126; Democrat, May 8, 1896; May 14, 1897; May 13, 1898: Normal Message, May, 1899, p. 118; Democrat, May 17, 1900.

11. Catalogue, State Normal School, Kirksville, 1889-90, p. 34.

12. Faculty Minutes, Feb. 10, 1890.

13. Catalogue, State Normal School, Kirksville, 1888-89, p. 32.

14. Faculty Minutes, Mch. 31, 1890.

15. Catalogue, State Normal School, Kirksville, 1890-91, p. 23.

16. Ibid, 1898-99, p. 8; program of commencement of 1899.

17. Catalogue, State Normal School, Kirksville, 1887-88, p. 30.

18. Ibid, 1891-92, p. 34.

19. Ibid, 1894-95, p. 10; 1898-99, p. 8.

20. Normal Message, Sept.-Oct., 1897, p. 25; Apr., 1898, p. 74.

21. Constitution, Inter State Normal League, p. 14.

22. Normal Message, Sept.-Oct., 1897, p. 25.

23. Constitution, Oratorical League, Kirksville, (adopted Oct. 25, 1897 pp. 2, 4, 8.

24. Normal Message, Jan., 1898, p. 119; Mch., 1898, p. 37.

25. Kirksville Democrat, May 13, 1898.

26. Normal Message, Apr., 1899, pp. 82-83.

27. Ibid, Apr., 1900, pp. 103-106; Mch., 1900, p. 60.

28. Bulletin, State Normal School, Kirksville, June 1901, p. 39

29. Mnameion, 1901, p. 73.

30. Echo, 1902, p. 133.

31. Bulletin, State Normal School, Kirksville, June 1903, p. 24.

32. Echo, 1904, p. 171.



A GROUP OF NORMAL STUDENTS BOARDING WITH MRS. GOOCH IN THE SPRING OF 1870.
 (From an old photograph.)
 Top row, reading to the right: Ball Smith, Ben Smith, Ella Gooch, Mont Epperson, Mary Norton, J. O. Gooch.
 bottom row, Sam Marmaduke, Leroy Wilson, Frank Brown, Chas. Applegate, W. F. Drake, ——— Adams.

CHAPTER XIX.

THE LITERARY SOCIETIES.

The history of the literary societies of the school begins with the first year of its existence. In that year, the Normal Literary Society was organized¹, and since then the institution has never been without several literary societies or debating clubs.

In the eight years of the school, a great many literary societies have been formed. How many there were in all is not known. The order in which they were founded, as far as our information goes, is as follows: Normal, Newtonian, Excelsior, Independent, Philomathean (formerly called the Baldwin Institute), Nason Institute, Phi Alpha, Philadelphia, Tyro, Nucleus, Nonpareil, Nota Bene, Qui Vive, Centennial Sisters, Senior, and Zetosophian. Many of these societies died very shortly after they had been organized. Others maintained themselves with much credit for several years before succumbing. Out of the entire number, only two, the Philomathean and the Senior Societies, have survived to the present time. Not one of the societies which were organized while the school was a private institution lasted more than ten years. The oldest society in school today dates back to 1873 at which time the school had been a state institution for over two years.

Concerning the first society, the Normal Literary Society, very little is known beyond the fact that it was organized in the first year of the school and that traces of it are found occasionally down to 1872².

Concerning the second society, the Newtonian, a few interesting facts have been found³. It was organized in the fall of 1868, and was composed of many of the strongest students in school. Among them were W. N. Doyle, J. T. Smith, J. C. Stevens, O. P. Davis, G. W. Cullison, W. L. Bristow, G. C. Lyda, and Selden Sturges. This society was given to holding frequent public debates which aroused a great deal of interest on the

part of the students and the people of the town. Among these public debates was a series between the members of the society and some of the citizens of the town early in 1875 on the question of "high license" which was then being agitated in the community.

During the year 1875-76, the society declined rapidly, owing to the fact that the members who had been connected with it and had maintained it by their activity for so long a time, were all graduated by June, 1875. Some effort was made to reorganize it in January, 1876, but that proved ineffective, as the society appears to have dropped out of existence after the close of the school year 1875-76.

The Excelsior Society was organized in all probability in 1868-69 and continued until about the close of 1875-76. It was the great rival of the Newtonian and had a lifetime apparently equal in length with it⁴.

By the spring of 1872, four societies were in operation. These were the Normal, the Newtonian, the Excelsior, and the Independent⁵. The latter appears to have been organized during 1871-72. By the spring of 1873, there were eight societies. They were the Newtonian, the Excelsior, the Baldwin Institute, the Nason Institute, the Phi Alpha, the Tyro, the Nucleus, and the Nonpareil⁶. Apparently the Normal and the Independent Societies had died, or perhaps they had been merged into one of the new ones. This large increase in the number of the societies was due to the fact that the faculty had decided that the students should be organized into as many societies as there were members of the faculty.

Of the new societies that were then organized, only one developed into anything of importance. That was the Baldwin Institute⁷. It was so named because it fell to the lot of President Baldwin to take charge of those who had held out against the decree of the faculty that all the students should join some society, and organize them into one. Among those who were the original members were Chas. W. Thomas, W. T. Carrington, Thomas Jamison, W. R. Springer, J. L. Wilson, F. B. Stout, R. H.

Waggener, W. E. Tompkins, and Miss Flora Harvey. According to the testimony of one of this number, those who constituted the charter members of the new society were a very indifferent and unpromising set of students. The young men were known as a "rough house crowd." Notwithstanding all these facts, the society soon grew into a strong organization. During 1874-75, it changed its name from Baldwin Institute to Philomathean Society, and from that time to the present it has been an important factor in the life in the school.

The faculty's plan of establishing as many societies as there were members of the faculty did not succeed. Within two years the number of societies had been reduced from eight to four⁸, and apparently every student had not joined some society throughout these years, the regular announcements in the catalogues that every one should do so, to the contrary notwithstanding⁹. In the fall of 1877, a new means of enforcing compulsory membership in the societies was adopted. It was arranged that all students who were not working members of some of the regular societies, should be required to spend at least one hour each Friday afternoon in rhetorical exercises under the direction of the members of the faculty¹⁰. The enforcement of this arrangement made the literary societies of the time over crowded. In order to relieve the situation, two new societies were organized by the students. These were the Senior and the Zetosophian Societies.

On November 2, 1877 a petition was presented to the faculty by a group of students asking that they be permitted to organize a literary society which should be known as the "Senior Society." The faculty immediately granted the request¹¹. Some time during the same day on which the petition was granted by the faculty, the petitioners met in room number five and effected a temporary organization by electing Mr. J. C. Dooley, Chairman, and Miss Alice Orr, Secretary¹². The petition as it appears upon the records of the society bears the names of thirty-five men and nineteen women, but it is thought these names constitute the first year's membership and not merely those who actually presented the petition to the faculty¹³. The first few meetings were taken

up in perfecting the organization of the society. It was not until November 23 that its first literary program was rendered¹⁴. This society is still existing and is in a flourishing condition.

Sometime during the year 1877-78, evidently during the middle of the year, the Zetosophian Society was organized. Mr. D. N. Kennedy is the only one of the charter members whose name is known. The society was named by Professor T. Berry Smith, who was then a member of the faculty and who is now professor of chemistry and physics in Central College at Fayette, Missouri. On being asked by the students who organized the society to suggest a name, he recommended Zetosophian, a word which he had coined from two Greek words, zeto, to seek, and sophia, wisdom, and had given to a literary society in Prichett Institute at Glasgow, Missouri, in 1871 while a student there. This suggestion was adopted, and the society was forthwith called the Zetosophian Society¹⁵. This organization remained until the fall of 1901 when it was permanently dissolved.

With the establishment of these two societies in 1877-78, that gave the school at least six societies provided none of the older ones had died out during the year. However, in a short time, at least by 1882-83, there were only three societies, the Philomathean, the Senior, and the Zetosophian¹⁶. If any other literary societies have been organized in the school since that date, no record has been found of them. The catalogues from 1883-84 to 1900-01 mention only the three above named.

It remains now to say something about matters of common interest to all of the societies.

Up to five years ago they were under strict faculty supervision. Members of the faculty were expected to attend regularly the meetings of the different societies at different times, and to offer advice pertaining to the work that was being done. Oftentimes they were assigned duties on the programs, and sometimes they served as society officers. Reports were regularly made by them to the faculty as a whole, concerning the condition of the societies¹⁷.

As far as is known, membership in the societies was optional

with the students in the first years of the school. In a short time after it became time a state institution, the policy of compelling the students to belong to the societies was adopted. As has already been seen, this was the occasion of the formation of several new societies and ultimately of the "rhetoricals." The "rhetoricals" were at first for the benefit of those who would not voluntarily join a society. The work performed in them was similar to that done in the societies and was under faculty supervision. By 1883-84, at least, membership in the societies was restricted to the more advanced students, and the "rhetoricals" were then reserved for those who would not join a society or were not eligible¹⁸. Any member of a "rhetorical," after having been connected with it long enough to show fitness for membership in some literary society, might secure from the President of the school, on the recommendation of the rhetorical leader, a certificate of dismissal from the "rhetorical" and of permission to apply for membership in the society of his choice. This was the arrangement for several years, beginning at least as early as 1895-96¹⁹. Miss Owen and Miss Prewitt had charge of the "rhetoricals" for years.

The regulations which compelled the students to belong to either a society or a rhetorical and which placed both organizations under faculty control, made the duties performed in them a part of the regular school exercises. This arrangement was defended on the ground that the prospective teacher needed some special training in public speaking, which was sometimes demanded of the teacher in the common schools, and in apt and impressive expression in the task of teaching²⁰.

The societies held their meetings during the first few years of the school on Friday evenings. Soon the custom arose to hold them on the afternoons of the last school day of the week, either Friday or Saturday as the case might be, from two or three to five o'clock. Under President Dobson's administration the meetings were held on Friday afternoons during the last two regular recitation periods of the day, the work of the whole school having been suspended for that time every week.

This system of faculty supervision, of required membership either in some society or in a "rhetorical," and of sessions during school hours was vigorously opposed by President Kirk from the beginning of his administration²¹. The system was thereupon abandoned. Members of the faculty were no longer required to attend the society meetings, membership became once more optional with the students, "rhetoricals" were abolished, and the literary sessions of the societies were held at night. As to the effect of these sweeping changes upon the societies, something will be said later in this chapter.

The meetings of the societies of the early days of the school were usually held in the various recitation rooms of the building. The Newtonian Society held its session one year in the public school building. As far as is known this is the only instance when a society used any other building than that of the school for its regular weekly meetings.

The Senior and the Zetosophian Societies secured halls on the third floor during 1881-82²². The Philomathean Society apparently secured the hall it occupies today on the second floor at about the same time. On obtaining permanent quarters, each society began the work of making them comfortable and inviting. In this work, a great deal of rivalry existed among the societies, especially in the early nineties. Each hall was nicely papered, curtained, and carpeted; each was fitted up with suitable furniture, including chairs, tables and secretaries. Very shortly each purchased an organ, and later a piano. Everything was done to give the halls the appearance of a home and to make them attractive to the members and to visitors. Appropriate dedicatory exercises were held on occupying the halls for the first time or on the completion of extended improvements which were subsequently made.

The meetings of the societies have always been open to visitors. In fact visiting the societies was, until recent years, encouraged by the faculty, and the societies felt themselves highly complimented if their meetings were attended by numerous vis-

itors. "Remarks from visitors" has long constituted one of the regular events of the sessions.

The work done by the societies was of the usual character. The weekly programs consisted of essays, declamations papers, orations, debates, music, etc. At times, the music was furnished by orchestras or choirs organized in the societies as well as that rendered by individual members. In the early years of the school, a great deal of prominence was given to the debate. As time passed on, the other features were emphasized more than the debate. Occasionally the program included an unusual number, such as a charade; such was generally for amusement alone.

In addition to their weekly meetings, the societies have been accustomed to give annual entertainments, in the preparation of which they have spent much of their time and energy. The programs on these occasions have generally consisted of two parts. The first part has been made up of the usual literary numbers. The second part has usually consisted of some play or a part of a play; at times something rather heavy was attempted, not always with the greatest of success. Occasionally two or more societies would unite in giving a joint entertainment. Generally a small admission fee was charged for these entertainments, and the money realized was used to defray expenses of the entertainments or to aid in the regular work of the societies.

The contests in oratory and in declamation were, as has already been seen²³, usually confined to the members of the societies. The various contestants were chosen either by elections in the societies or by preliminary contests. The contests were first held in 1879-80 and were continued until 1901-02 inclusive.

Much that has been done towards maintaining the student publications of the school, has been done through the literary societies. This matter will be discussed in a subsequent chapter²⁴.

There are at the present time two literary societies, the Philomathean and the Senior, and three debating clubs, the Websterian, the Claytonian, and the Demosthenonian. The debating clubs are composed of men only and have been organized within the last six years. Their origin has been due largely to the

policy of President Kirk, who, on coming to the management of the school in the fall of 1899, discarded the policy of former administrations towards the literary societies²⁵. He not only opposed compulsory membership in the societies and faculty supervision over them, but he also believed that the students were spending too much energy on the kind of work that was then being done in these societies, and that it would be best to employ that energy in class room work and in debates. The immediate effect of this sudden change was the lessening of interest in the societies. Under this decline of interest, one of the societies, the Zetosophian, succumbed in the fall of 1901. It was not until two or three years had elapsed that the other societies adjusted themselves to the new order of things. Since then, they have taken on new vigor, much to the profit of the members. There is promise at present of a long life of usefulness on the part of both of these societies.

At the same time the societies were passing through this change, debating clubs were organized. Four in all have been established, the Websterian, the Claytonian, the Twentieth Century, and the Demosthenonian. Of these only one, the Twentieth Century Club, has suspended. These clubs have been the means of developing the debating powers of the young men who have composed them. They have given good evidence of this training through the public debates which have been held between the clubs and between this school and the State Normal School of Nebraska.

The Websterians, now occupy the hall which was formerly the Zetosophian hall. The other two debating clubs have as yet no special halls of their own.

NOTES.

1. Catalogue, North Missouri Normal School, 1868-69, p. 23.
2. Ibid, 1868-69, p. 23; North Missouri Register, Dec. 28, 1871; Catalogue, State Normal School, Kirksville, 1872-73, p. 23.
3. Mr. R. S. Iles, one of the members of this society, is authority for

the facts concerning it. Mention is frequently made of it in the newspapers of the time. See also the catalogues of the school for 1869-70, p. 23; 1871-72, p. 21; 1875-76, p. 28.

4. See catalogue references as given in foot note 3.

5. Catalogue, State Normal School, Kirksville, 1872-73, p. 23.

6. Ibid, 1873-74, p. 31.

7. Mr. C. W. Thomas, one of the charter members of the society, is the principal authority for this paragraph. See his letters, dated April 25 and May 17, 1904, in the archives of the school. See also Normal Message, Sept.-Oct., 1897, p. 32; Mnameion, 1901, p. 51.

8. Catalogue, State Normal School, Kirksville, 1875-76, p. 28.

9. Ibid, 1876-77, p. 28.

10. Ibid, 1877-78, p. 30.

11. Faculty Minutes, Nov. 2, 1877.

12. Records of Senior Society, 1877-81, p. 10.

13. Ibid, p. 9; Sen-Zet-Phi, 1894, p. 88.

14. Records of Senior Society, 1877-81, pp. 10, 11, 14, 16.

15. Zetosophian Message, 1893, p. 2; Normal Message, Mch., 1895, p. 45.

16. Catalogue, State Normal School, Kirksville, 1883-84, p. 28.

17. See the catalogues of the school under heading "Literary Societies" from 1868-69 to 1898-99 inclusive. The faculty minutes show the manner of the supervision of the faculty over the societies.

18. Catalogue, State Normal School, Kirksville, 1883-84, p. 28.

19. Ibid, 1895-96, p. 9; 1896-97, p. 8; 1897-98, p. 22; 1898-99, p. 7.

20. Ibid, 1887-88, p. 30; in loco in other catalogues from 1888-89 to 1898-99 inclusive.

21. Ibid, 1899-00, p. 6.

22. Records of Senior Society, 1881-85, pp. 9, 11, 13, 17, 21, 25, 27; Sen-Zet-Phi, 1894, p. 55.

23. See the chapters on "The Contests in Oratory and Declamation."

24. See the chapter on "The Student Publications."

25. Catalogue, State Normal School, Kirksville, 1899-00, p. 6; 1900-01 p. 33; Bulletin, June, 1902, p. 37; June, 1903, p. 24; June, 1904, p. 18.

CHAPTER XX.

ATHLETICS.

Since the beginning of the school, some attention has always been paid to some form of indoor and outdoor athletics. Until recent years the greatest emphasis was laid upon the former.

The earliest form of these indoor exercises was calisthenics. Mention is made of them in the second annual catalogue¹, and it is evident that they were maintained continuously as a regular part of the work of the school down to 1899². For many years the daily drill in calisthenics came at about ten o'clock in the morning. Later the time was changed to the noon hour. The whole school was compelled to assemble for these exercises which lasted about fifteen or twenty minutes. They were abolished in the fall of 1899.

The work in the elocution classes included some form of light gymnastics, at least since 1892³. For this work, some special apparatus was secured.

The school was without a gymnasium until December, 1901, at which time the annex on the northeast of the main building was completed. In this annex, a gymnasium room, 40 feet wide, 60 feet long, and 24 feet high was built⁴. A beginning has been made towards equipping it with the proper apparatus. At the present, voluntary classes in gymnastics are formed each quarter, and are directed in their work by certain members of the faculty. In all probability, the new building, for which an appropriation was made by the Legislature of 1905, will contain another gymnasium room which will be used exclusively by the young men. The present one will then be used by the young women only.

The outdoor sports that have been maintained by the students of this institution, are baseball, football, basket ball, tennis, and field day exercises. In the early days of the school, base ball seems to have been the only form of outdoor athletics in

which the students indulged. It further appears that all match games in base ball were then confined to teams that were made up in the school. Not until recent years have they been played with other schools.

The old fashioned football made its appearance in the school as early at least as 1882⁵. It was a very popular game, and was decidedly beneficial as it allowed the participation of many students in it. Later when the Rugby game became popular in other institutions in the state, all attempts to introduce it in this school were strongly opposed by the President, and it was not until the fall of 1899 that it was allowed to be played. For the last few years, the school has been able to maintain a fair football team and to keep it free from professionalism. Games in recent years have been played with college and university teams only. In them the school has met with fairly good success.

Basket ball has been popular with both the young men and the young women at times in recent years, but tennis has never appealed to them in any noticeable way for any length of time.

Ever since 1895, Field Day has been held each year during the month of May or June under the auspices of the Normal Athletic Association. The exercises of the day have included dashes, hurdles, jumps, shot put, hammer throw, discus throw, pole vault, and the like. Sometimes some miscellaneous events have been included, among which the faculty race has frequently been an enlivening feature of the day.

Generally prizes have been offered by the citizens of the town for each event in the field day exercises, and also a medal has been awarded since 1895 to the contestant who received the highest number of points in the various events. The winners of this medal have been as follows: 1895, F. B. Owen; 1896, Frank Connor; 1897, Willie Seitz; 1898, Henry Bledsoe; 1899, Alva Willoughby; 1900, W. O. Daniel; 1901, Enoch Seitz; 1902, George Crockett; 1903, J. A. Miller; 1904, John Sparling.

In the early days of the school the outdoor games were played on the campus. When the campus grew up with trees, these games and exercises were held outside. In 1903, a large athletic

field was made in the northwest corner of the campus by clearing away the trees and levelling the ground.

In addition to the above forms of physical exercises, the military department, which was organized in the fall of 1904, affords a very important means of physical development. It is intended to make it a very important part of the school.

NOTES.

1. Catalogue, North Missouri Normal School, 1868-69, p. 23.
2. Ibid, 1869-70, pp. 22-23; Catalogue, State Normal School, Kirksville, 1873-74, p. 18; see also the daily programs in the catalogues from 1883-84 to 1898-99 inclusive.
3. Catalogue, State Normal School, Kirksville, 1892-93, p. 41.
4. Bulletin, State Normal School, Kirksville, 1902-03, p. 6.
5. Kirksville Democrat, Sept. 28, Nov. 23, and Nov. 30, 1882; May 3, 1883.
6. Normal Message, April, 1895, p. 94; May-June, 1895, p. 101.
7. Kirksville Journal, May 23, 1895: Normal Message, June, 1896, p. 140; May, 1897, pp. 126-127; Kirksville Journal, May 26, 1898: Normal Message, June, 1899, p. 126.

CHAPTER XXI.

STUDENT PUBLICATIONS.

An account of the enterprises of the students of the school would be incomplete if it did not include something about their publications.

It was a long time before the students maintained publications which were distinctly their own. In the early years of the school they were accustomed to make extensive use of the columns of the North Missouri Register and the Kirksville Journal, the two newspapers of the town. The "Normal Column" appeared in both of these papers in the the early seventies, and was maintained for five or six years with considerable regularity¹. Each of the editors of these papers secured each year the services of one or two students to edit the "Normal Column" in his paper. Generally the student editors for the two papers showed a great deal of rivalry. The "Normal Columns" contained accounts of the happenings in school, papers on various subjects, chiefly pedagogical, and occasionally letters from old students. At times it served as a sort of teachers' bureau². Gradually the articles took on a good deal of hostility towards the management of the school, and because of this, the Regents ordered that no student should act as editor of these columns³. For some time after this rule was passed, the columns were edited by old normal students who were out in the field teaching. They still contained items about the school, though these items were sometimes a week or two old. Because of the amount of normal news that was contained in these columns, many of the students on leaving school were in the habit of subscribing for these papers, and were thus enabled to keep in touch with the affairs at school. The "Normal Columns" were discontinued in 1877.

Since that year accounts of various events have appeared from time to time in the local papers, but no attempt has been made to revive the normal column in which minor matters as

well as those of more importance might be recorded through regular student editors.

The first student publication of the school was the "Midsummer"⁴. This was a sheet of four pages, and was issued in June, 1888 by the rhetorical class, number five. It contained some news items of the school, but was largely taken up with the best papers that had been written by members of the "rhetorical" during the year that was just closing. It was the intention to make this an annual publication, but it was never carried out.

In June, 1893, the Zetosophian Society issued a souvenir publication, entitled the Zetosophian Message⁵. It was a large, paper bound magazine, and contained thirty pages which were filled chiefly with papers by the members of the society and items concerning the principal events of the year. The most valuable article in it was a sketch of the society by one of its old members. The original intention of the society was to issue this publication at the close of each school year, but by the time June, 1894 rolled around, it changed those plans and united with the other two societies in publishing a magazine which was called the Sen-Zet-Phi⁶. This name was formed by joining the initial syllables of the names of the three societies. The Sen-Zet-Phi was larger than the Zetosophian Message of the year before, but the matter contained in it was of the same character. It was intended by the societies to publish this magazine as an "annual" each June, but the establishment of a monthly paper at the opening of the school year caused them to give up this plan.

This monthly paper was called the Normal Message⁷. It was published from September, 1894 to April, 1900. For sometime prior to its establishment, it was felt by many of the students that there was a need for such a publication. Some agitation on the subject was begun in the societies in the spring of 1894, but it was not until September, 1894 that the societies adopted plans for the publication of a monthly paper. Among other names suggested for it was "Sen-Zet-Phi," but finally the name "Normal Message" was chosen. The paper contained on an average from twenty-five to thirty pages a month. Two volumes appeared

each year. News items from the societies and from the school in general, papers by the students, and occasional articles contributed by members of the faculty, made up its contents from month to month. The editors-in-chief in the order in which they served were F. J. Storm, A. D. Veatch, A. H. Smith, B. P. Taylor, A. S. Faulkner, A. B. Pratt, O. H. Lind, W. H. Ivie, E. C. Smith, J. C. Moorman, and J. M. Stelle. The Message suspended publication in April, 1900, because of the lack of support by the students and of the discouragement by the administration of the school. Since then no effort has been made to revive it.

The first illustrated year book, the Mnameion, was issued in June, 1901. It was due to the enterprise of Mr. Olney Bondurant, who personally assumed the financial losses it entailed. The book contained pictures of the Board of Regents, the members of the faculty, the classes, the societies, and the various athletic teams. Appropriate sketches accompanied the various pictures.

Since 1901, two other year books have been published. They have borne the title of "The Echo." The first one was issued in May, 1902, and was due largely to the efforts of Mr. J. M. Stelle, the editor-in-chief. The second appeared in May, 1904. Mr. W. J. Banning was the editor-in-chief and President Kirk was the financial manager. The two numbers of the Echo compare favorably with the "annuals" of the leading colleges in point of matter and style. It is to be hoped that this publication will appear regularly.

The various student publications are an important source of information concerning the history of the school. In them one may get very good ideas of what the students were thinking, their organizations, and their manner of life in school. Fortunately a complete file of these publications has been acquired, and are now a part of the archives of the school.

NOTES.

1. See the North Missouri Register from 1871 to 1877. The files of the Journal have been destroyed; some of the Normal Columns of one or two

years were preserved by Mr. John R. Musick and put into a scrap book which is today in the archives of the school.

2. North Missouri Register, May 18, 1876.
3. Ibid, July 1, 1875.
4. Copies of this pamphlet are in the archives of the school.
5. One copy of the Zetosophian Message is in the archives of the school.
6. Two copies of the Sen-Zet-Phi are in the archives of the school.
7. A complete file of the Normal Message is in the archives of the school.
8. Copies of the year books are in the archives of the school.

CHAPTER XXII.

THE CHRISTIAN ASSOCIATIONS.

There are connected with the school at the present time two religious organizations which are maintained solely by the students. These are the Young Men's Christian Association and the Young Women's Christian Association.

As yet these associations are not ten years old, the Y. W. C. A. having been organized in May, 1895 and the Y. M. C. A. in March, 1896. Prior to that time there may have been occasional religious organizations connected with the school. There is strong evidence that such an organization existed in the latter seventies and the early eighties¹. However, it was composed of both young men and young women and had no connection with the state Y. M. or Y. W. C. A. organizations. If any other religious association was maintained in the school prior to 1895, no traces of it have been found.

The Y. W. C. A. of this institution was organized on May 16, 1895 by Miss Helen Barnes, State Secretary. The association started with a membership of 74, of whom 67 were active members. Miss Zoe Snelling was the first President².

The association was scarcely organized when the school closed for the summer vacation. On the opening of school the following fall, only 14 active and associate members returned to take up the work³. Notwithstanding this discouraging outlook, the little band of young women continued the work that had been begun, and succeeded in laying the foundation for the present organization.

The membership for the different years has been as follows: May-June, 1895, 74; 1895-96, —; 1896-97, 55; 1897-98, 29; 1898-99, 49; 1899-00, 36; 1900-01, 44; 1901-02, 106; 1902-03, 128; 1903-04, 199; 1904-05, 175.

The Presidents of the Y. W. C. A. have been as follows: 1894-95, Miss Zoe Snelling; 1895-96, Miss Cora Childress (Mrs.

Ginnings); 1896-97, Miss Tillie McGinnis; 1897-98, Miss Margaret Lindsey; 1898-99, Miss Lyda Corken; 1899-00, Miss Susie Barnes; 1900-01, Miss Mattie Sparling and Miss Mittie Mason; 1901-02, Miss Rose Wells; 1902-03, Miss Eunice Link (Mrs. Bonfoey); 1903-04, Miss Tress Surbeck and Miss Elsie Kirk; 1904-05, Miss Ina Holloway and Miss Jessie Murray.

The Y. M. C. A. was organized on March 3, 1896 by Mr. Gordon who was then State Secretary of Missouri. It began with a charter membership of 37, of whom 34 were active members. Mr. J. W. Hatcher was the first President⁴.

The membership for the different years has been as follows⁵: March to June, 1896, 39; 1896-97, 56; 1897-98, 44; 1898-99, 29; 1899-00, 74; 1900-01, 90; 1901-02, 104; 1902-03, 130; 1903-04, 168; 1904-05, 131.

The Presidents of the Y. M. C. A. have been as follows⁶: March to June, 1896, J. W. Hatcher; 1896-97, C. W. Murphy; 1897-98, O. H. Lind; 1898-99, J. A. DeTienne; 1899-00, S. W. Arnold; 1900-01, T. M. Mitchell; 1901-02, C. T. Goodale; 1902-03, C. T. Goodale; 1903-04, C. T. Goodale and V. E. Dickson; 1904-05, W. M. Wells.

The work of the two associations is very similar. It is directed along religious and social lines. Religious services are held every Sunday afternoon by each association. Usually these meetings are led by different student members. Joint meetings of the two associations are held monthly, generally for the consideration of some topic in connection with missions. In addition to these devotional exercises, classes are organized in each association for the study of the Bible and of missions. Usually these classes have been conducted by student leaders.

The social work of the associations is an important factor in the life of the school. It begins at the opening of every school year through the reception committees that meet the incoming new students at the trains and assist them in getting boarding places and in arranging their work. Receptions are occasionally given by each of the associations during the year, through which means the students are brought into pleasant social contact with

each other. There is at least one joint reception given each year by the two associations to the whole student body.

The associations were at first without any halls or rooms of their own, owing to the crowded condition of the school. They were accustomed to hold their religious meetings in the different society halls or in some of the rooms in the churches in the town. However, when the annex on the northeast of the main building was completed in December, 1901, it became possible to assign to the associations the quarters they have at present⁷. The Y. M. C. A. has two rooms on the second floor of the main building west of the chapel. The Y. W. C. A. has one room on the second floor in the northwest corner of the annex. Each association fitted up its quarters with appropriate furnishings. On completing the repairs necessary to make its hall suitable for use, the Y. M. C. A. held special dedicatory services on March 29, 1902. At these services, addresses were made by State Secretary Burt and College Secretary Moore⁸. These halls are used for the various gatherings of the associations and as reading rooms. They are under the direction of appropriate committees.

During the summer of 1903, the Y. W. C. A. rented a house in town and fitted it up as an association house. In this house one member of the faculty and some of the leading members of the association have their rooms. This enables them to direct its work more efficiently. In this house the State Secretary and other association guests are entertained, and in it many Bible classes hold their meetings. The house serves as out-in-town headquarters for the association⁹.

Since 1899-00, the Y. M. C. A. of this institution has maintained jointly with the association of the American School of Osteopathy a lecture course. The object of this course has been primarily to bring to the town each year a series of lectures and entertainments of high rank. The course began with four numbers but has long contained six numbers each year. So far the associations have realized something in the way of net proceeds, but the making of money has been an entirely secondary object¹⁰.

The associations have for a number of years sent delegations

to the Lake Geneva Conferences during the summer. The Y. M. C. A. has always had a good representation at the state conventions, and the Y. W. C. A. had the same when that association maintained state conventions. These conferences and conventions have been the means of inspiring the delegates and indirectly awakening a new interest in the work on the part of the entire membership.

In November, 1903, the State Y. M. C. A. Convention met in Kirksville in response to the urgent invitation of the associations of this school, of the A. S. O., and of the high school. There was a large attendance of delegates from all over the state, and a strong program was rendered. The local associations were generous in their hospitality, having arranged not only for the entertainment of the delegates but for several social functions, including a banquet for the student delegates. The business men of the town tendered a banquet to the delegates from the city and the railroad associations. The convention was an important event in the life not only of the students but of the community¹¹.

NOTES.

1. Catalogue, State Normal School, Kirksville, 1879-80, p. 28; Kirksville Democrat, December 12, 1884.
2. Normal Message, October, 1895, p. 42.
3. Ibid.
4. Records of Y. M. C. A. 1896-1902, pp. 1-6.
5. Ibid, pp. 1, 19, 31, 48, 60-61, 100-02, 124-30, 154-61, 188-93, 54-55; 1903-04, pp. 86-99.
6. Mnameion, 1901, p. 67.
7. Bulletin, State Normal School, Kirksville, June, 1902, p. 11.
8. Echo, 1902, p. 85.
9. Bulletin, State Normal School, Kirksville, June, 1904, p. 21.
10. Catalogue, State Normal School, Kirksville, 1900-01, p. 35; Bulletin, June, 1901, p. 41; June, 1902, pp. 15-16; June, 1903, pp. 20-21; June, 1904, p. 88.
11. Ibid, June, 1904, p. 19.

CHAPTER XXIII.

SPECIAL EVENTS.

In this chapter it is proposed to relate certain interesting and yet disconnected events in the history of the school, for the narration of which no suitable opportunity was found in the preceding chapters.

THE REBELLION OF 1876.

An interesting incident is connected with the commencement of 1876. It grew out of the dissatisfaction of the young men of the two years' class over the selection of their representatives on the commencement program. The faculty had chosen three young ladies and one young man as the representatives of this class. The young men of the class protested strongly against this unequal representation of the two sexes.

Realizing the humor in the situation, the young men of the senior class planned a practical joke on their disgruntled school-mates. Accordingly they hauled an old cannon from the town to the campus one evening, put a placard on it bearing this dire threat, "Justice or Blood—Boys of the Two Years' Class," and pointed it towards the President's office. The joke was the source of much amusement to all the students and the faculty. It even inspired one student who was poetically inclined to pen a few rhymes about it. Some said that the faculty was led to reconsider its first decision about the representation of the class and to vote to have three young men as well as three young ladies as representatives, because it feared the wrath of the indignant sophomores¹.

THE BALDWIN SILVER WEDDING.

The twenty-fifth anniversary of the wedding of President Baldwin and his wife was celebrated in the Normal chapel on Wednesday evening, October 31, 1877². A general invitation had been extended to the public to attend. At an early hour the chapel was filled to overflowing by the friends of President Baldwin and his wife.

Special decorations had been made for the occasion. The platform was decorated with plants and cut flowers. A great arch was erected in the middle of the platform, from the center of which was suspended a wedding bell. Festoons of evergreens were arranged in appropriate places about the chapel.

After the assembly had gathered, it was announced that President Baldwin and his wife would receive their friends in the reception room. After greetings had been exchanged, the guests returned to the chapel. Whereupon Professor Shryock played a wedding march during which the wedding procession entered the chapel. First came Professor Nason, then the children of President and Mrs. Baldwin who strewed flowers in the pathway of their parents who came immediately after them. The children took their places on the right end of the platform, while President and Mrs. Baldwin stood beneath the arch. The ceremony was then pronounced by Professor Nason.

Following the ceremony, a program was rendered. This consisted of musical selections, among which was an original song especially prepared by Professor Shryock for the occasion, an original poem, which had also been especially written for that occasion, by Professor T. Berry Smith, and congratulatory addresses. Among these addresses was one by Mr. J. M. DeFrance of Kirksville, who in behalf of the citizens of the town presented to President Baldwin and his wife an elegant silver tea set as a token of their appreciation of the services they had rendered the community. Congratulations on behalf of the students were extended by Miss Hubbell.

When the program had been completed, a clamor was raised in the audience on the part of some for a speech from President Baldwin, much to his embarrassment. Professor Nason relieved the situation by coming forward and explaining that President Baldwin was a timid bride groom and could not respond.

The company very shortly dispersed after the completion of the program. The occasion proved to be a very pleasant one and showed very plainly the affection with which President Baldwin and his family were held by the community.

MEMORIAL SERVICES.

Four members of the faculty died while in the service of the school. They were Professor Seitz, Professor Paden, Professor Nelson, and Professor Laughlin. Special memorial services were held in the normal chapel for the first two of these.

The services in memory of Professor Seitz were held on Sunday afternoon, October 21, 1883, about two weeks after his death³. An immense audience filled the chapel. Special addresses were made by President Blanton, Professor Nason, and Rev. Dr. Mitchell. A life size portrait of Professor Seitz which the students had had made, was presented to the school by Mr. J. H. Grove of the senior class. The portrait was accepted by President Blanton.

The memorial services for Professor Paden⁴, who died on August 16, 1884, were held on Sunday afternoon, November 2. The program consisted chiefly of a sketch of Professor Paden by Professor Barnard, and addresses by Professor Nason and by President Osborne of the Warrensburg Normal School under whom Professor Paden had graduated. President Blanton was to have made one of the principal addresses but was deterred by sickness. A life size portrait was presented by Mr. W. D. Grove on behalf of the students to the school. At the close of the services in the chapel, a large number went to the cemetery and decorated the grave.

COLUMBUS DAY.

The four hundredth anniversary of the discovery of America by Columbus was fittingly celebrated by the schools and the citizens of Kirksville⁵. The exercises included a procession through the streets of the town and a program in the normal chapel. The procession was composed of the students from the Normal School, the Business College, and the public schools, of the Knights of Pythias, of a drum corps, and of other citizens from the town. After marching over the principal streets of the town, the procession filed into the normal chapel where the following program was rendered:

1. Song.....Public School
The Star Spangled Banner.
2. Essay.....Miss Marguerite Crawford
Representative from Philomathean Society.
3. Declamation.....Mr. W. L. Hamrick
Representative from Zetosophian Society.
4. Music.....Normal Band
5. Recitation.....Miss Gertie Baum
Representative from High School.
6. Recitation and Gymnastics,
Representatives from Model School.
7. Recitation.....Miss Ella Graves
Representative from Senior Society.
8. Address.....Professor W. R. Holloway
Representative from High School Faculty.
9. Address.....Professor G. H. Laughlin
Representative from Normal Faculty.
10. Music—My Country 'tis of Thee.
The crowd in attendance was estimated at about one thousand and five hundred.

BALDWIN DAY.

Of all special days in the history of the school, no other has been of as much interest to the early graduates and students of the school as "Baldwin Day," June 13, 1893.

The idea of having President Baldwin visit the school and of making his visit the occasion of a special demonstration, was conceived by President Dobson who, very shortly after taking charge of the school in the fall of 1891, became impressed with the necessity of stirring the interest of the alumni in the institution up to what it had been in former years. It was felt that nothing would accomplish that end more effectively than to have President Baldwin visit the school at some early commencement season and to invite the graduates and former students of the school, particularly those of the early years, to return to their alma mater and participate in the festivities of the occasion. At first, it was planned to have President Baldwin to attend the

commencement of 1892, and an invitation to that effect was sent to him by President Dobson. This invitation was accompanied by letters from about fifty graduates who expressed their hope that it would be accepted. Owing to previous engagements, President Baldwin was prevented from accepting the invitation, but he gave his promise to attend the commencement of 1893 and authorized the making of an announcement accordingly⁶.

The Alumni Association at its meeting in June, 1892 passed resolutions heartily endorsing what the faculty and regents were doing to renew the interest of the alumni in the school, and pledged its hearty co-operation in the plans for the visit of President Baldwin the next year⁷.

In due time, the faculty set apart Tuesday, June 13, of the commencement week of 1893, as "Baldwin Day," and appointed a committee composed of certain persons in Kirksville who had been students in the school in its early days, to cooperate with the committee on "Baldwin Day" that had been appointed by the Alumni Association⁸.

In March, 1893, this local committee issued a circular letter to the former students of the school inviting them, especially the "Baldwin students" to attend the exercises of "Baldwin Day." Efforts were also made to have present as many as possible of the members of the faculty who were connected with the school under President Baldwin. Plans were made for the entertainment of the old students who would accept the invitation⁹.

In response to this invitation, a large number of the students of former days gathered in Kirksville on the day appointed, June 13. No other occasion in the whole history of the school has attracted such an attendance of the old students as did this one. Many came from distant states, some coming from the Pacific coast, while every section of our own state was represented.

The exercises of "Baldwin Day" began at ten o'clock in the morning and continued until late in the afternoon. Immense audiences filled the chapel throughout the day. Badges bearing the picture of President Baldwin, Blanton, or Dobson were worn by the old students present according to the President under

whom they studied or graduated while in the school. Mr. S. M. Pickler, who had been one of the teachers in the school in its earliest years, acted as master of ceremonies. The morning exercises consisted largely of addresses of welcome by Professor Nason on behalf of the citizens of the town and the old students, and by President Dobson on behalf of the faculty and the students of the time, and of a response by President Baldwin. These speeches were largely reminiscent and often very affecting. One account states that "during the speeches nearly every eye grew dim."

Plans had been made to have a big picnic dinner on the campus at noon, but these were spoiled by a heavy rain which came up just about noon time. Tables were hastily improvised in the recitation rooms on the first floor and the dinner was served on them.

At two o'clock, the exercises were resumed in the chapel. Most of the afternoon was occupied by brief remarks from many of the old students in response to the query "Where are you 'at'" and "What are you doing." Among those who responded to these queries were Rev. Robert Waggener of Kansas City, Mr. C. C. Fogle of Lancaster, Mr. G. W. Sublette of Minneapolis, Mrs. Amelia Brown of Edina, Mr. C. W. Thomas of Woodland, California, Mr. W. T. Carrington of Mexico, Mr. C. H. Murphy of San Francisco, Mr. J. T. Ronald of Seattle, Mr. J. T. Smith of Livingston, Montana, Mr. W. E. Tipton of Armour, South Dakota, Mr. A. B. Warner and Mr. G. W. Cullison of Harlan, Iowa, Mrs. Julia Bosworth and Mr. John R. Musick of Kirksville. It was late in the afternoon when these reminiscent speeches were finished¹⁰. By the close of the day, many an old student had been made to live over the happy scenes of his school life "in the old Normal," and all had been made to rejoice in seeing and hearing once more their former friend and instructor, President Baldwin.

On Wednesday evening, President Baldwin delivered the annual address to the Alumni Association, speaking on "Educational Economy¹¹." Following this address, was the annual alumni banquet in the Masonic hall. Special efforts were made

to make this banquet noteworthy because of the presence of President Baldwin. Over two hundred and fifty guests were present. Toasts were responded to by President Dobson, Mr. W. E. Tipton, Mr. Robert Barrow, Mr. W. T. Carrington, President Baldwin, Mrs. Edmonia Herren, Judge George Hall, Mr. J. F. Chandler, and Mr. J. T. Ronald. Professor G. H. Laughlin presided as toastmaster¹².

On the following day, President Baldwin took leave of his friends and former associates. Many of them he never saw again. In a little over five years he was dead. In order that the proper respect might be paid to his memory, the Alumni Association at its meeting in June, 1899, adopted resolutions setting forth its admiration of his life and work, and devoted one entire evening to memorial services in his honor. Several who had been his close acquaintances, among whom were President Dobson, Mr. John R. Kirk, Mr. J. T. Chandler, and Professor Norton, spoke in eulogy of the departed founder of the school and of the normal school system of the state¹³.

THE INTER NORMAL CONTESTS AT WARRENSBURG IN 1898.

The Inter Normal Contests in oratory and declamation were, as has already been seen in another connection, held for the first time in March, 1898 at Warrensburg. Great preparations were made by the students of this institution for these contests. Over two hundred of them went by a special train to Warrensburg to lend enthusiasm to the occasion. Happily both the oratorical and the declamatory contests were won by the representatives of this school, Mr. B. P. Taylor and Miss Cora Buchanan, much to the gratification of the Kirksville students who were in attendance.

The success of the representatives of the school was made the occasion of considerable demonstration in Kirksville. The returning party from Warrensburg was greeted at the station by a large crowd of students and friends in the town. The enthusiasm of the crowd showed itself in the usual student yelling and waving of colors. Among other things a carriage had been

provided for the distinguished members of the returning party, President Dobson, Miss Owen, Mr. Taylor, and Miss Buchanan. On getting into the carriage, they were driven around the square, followed by a large procession of students. At the south east corner of the square, the procession stopped, and President Dobson and Mr. Taylor made short speeches in response to the gracious welcome that had been extended.

The celebration was renewed by the students when they met the next Monday morning in the chapel. Various members of the faculty made brief remarks about the contests, and Mr. Taylor, at the invitation of President Dobson, responded in a neat speech¹⁴.

NOTES.

1. North Missouri Register, May 25, June 1, 22, 29, 1876.
2. Ibid, Nov. 8, 1877.
3. Kirksville Democrat, Oct. 25, 1883.
4. Ibid, Nov. 5, 1884.
5. Ibid, Oct. 28, 1892; Faculty Minutes, Oct. 3 and 6, 1892.
6. Catalogue, State Normal School, Kirksville, 1892-93, p. 48.
7. Alumni Record, Vol. I, p. 73.
8. Faculty Minutes, Feb. 27, 1893.
9. A copy of the circular letter that was sent out by the local committee is in the archives of the school.
10. Kirksville Democrat, June 16, 1893; Journal, June, 15, 1893; Graphic, June 16, 1893.
11. Kirksville Journal, June 15, 1893.
12. A program of this banquet is in the archives of the school.
13. Kirksville Democrat, June 16, 1899.
14. Normal Message, April, 1898, pp. 69-72.

CHAPTER XXIV.

THE GROWTH OF THE SCHOOL.

THE ENROLLMENT.

As a concluding chapter to this work, it has been thought well to present a few tables which will in a way show the growth of the school.

Generally the public judges a school's growth solely by its enrollment of students from year to year, and it ranks the different institutions of the same grade according to their enrollment lists. This method may and may not be fair. Sometimes the enrollment may be considerably swelled and yet the facilities for work may be inadequate for the great numbers enrolled or many of the students may be unprepared for what they are attempting. If this should be the case, the increase in the enrollment would be a sign of decline rather than one of progress. Generally speaking, the increase in the enrollment of students in this institution and the facilities for work have gone on hand in hand, so that the following table fairly represents the growth of the school from the beginning to the present:

*The Model School was suspended from Dec., 1873 to Nov., 1882.

†No diploma or certificate has been issued to the juniors since June, 1884.

‡Counting the enrollment of 196 in the branch summer schools at Monroe City, Kahoka, Savannah, and Tarkio in the summer of 1902, the total enrollment for 1902-03 was 1159.

§The enrollment in the Model School for 1869-70 is not known; hence the total enrollment as given falls short of what it actually was.

Year.	Faculty	Post-Graduates.	Graduates.	Undergraduates receiving certificates or diplomas.		Enrollment.		
				Juniors.	Sophomores	Normal Department.	Model or Training Sch.	Total.
1867-68	6	—	—	—	—	140	144	284
1868-69	12	—	—	—	—	203	220	423
1869-70	12	—	—	—	15	263	\$	263
1870-71	—	—	—	—	—	321	68	389
1871-72	7	—	8	4	13	434	48	482
1872-73	12	—	3	10	14	470	53	523
1873-74	10	1	9	10	21	668	33	701
1874-75	9	4	12	18	42	709	—*	709
1875-76	10	5	14	14	28	627	—*	627
1876-77	9	—	8	12	18	592	—*	592
1877-78	8	3	12	8	27	534	—*	534
1878-79	10	10	10	17	49	458	—*	458
1879-80	11	8	11	14	45	513	—*	513
1880-81	11	6	11	14	32	492	—*	492
1881-82	10	8	9	13	42	481	—*	481
1882-83	11	4	7	17	40	446	103	549
1883-84	12	6	17	27	51	501	181	682
1884-85	12	2	14	—†	47	475	182	657
1885-86	12	—	26	—†	40	413	126	539
1886-87	11	—	25	—†	35	421	111	532
1887-88	11	1	21	—†	58	490	169	659
1888-89	13	1	12	—†	40	505	121	626
1889-90	12	—	15	—†	44	520	100	620
1890-91	13	—	15	—†	49	560	100	660
1891-92	12	3	19	—†	28	596	107	703
1892-93	11	6	22	—†	32	606	112	718
1893-94	12	3	20	—†	30	562	94	656
1894-95	12	—	23	—†	41	620	102	722
1895-96	12	4	18	—†	42	623	115	738
1896-97	12	2	35	—†	26	719	105	824
1897-98	13	—	22	—†	35	737	108	845
1898-99	13	1	29	—†	43	739	103	842
1899-00	14	3	48	—†	113	742	92	834
1900-01	15	3	43	—†	58	753	102	855
1901-02	18	2	38	—†	84	757	94	851
1902-03	19	4	41	—†	65	784	179	963
1903-04	24	4	55	—†	58	958	175	1133
1904-05	25	—	—	—	—	—	—	—
Total		94	672	178	1405	20,432	3,247	23,679

THE SUMMER SCHOOL.

One of the things that have contributed to an increase in the annual enrollment in the last ten years has been the summer schools. Perhaps it will not be out of place to say something here concerning their history.

Of the many changes that have been made in the educational system of the country in recent years, the summer school is among the most important. Beginning as an accommodation for those teachers who wished to spend their vacations in special study, it has come to be a regular part of the school work of many institutions throughout the country, the benefit of which is enjoyed not only by teachers but by many other classes of students.

Missouri schools were not long in responding to the demands that were made for summer schools. The State University held its first summer school in 1894, and as far as it is known, this was the first one in the state. In 1895, this Normal School held its first summer school. The matter had been discussed by the faculty prior to the summer of 1894, but nothing was done until December, 1894, when plans for a school the following summer were adopted by the faculty and were later approved by the Regents.

According to these plans, the summer school opened on June 24, 1895 for a period of six weeks, six days in the week. Courses in Latin, mathematics, English, science, and pedagogy were offered. Those who desired to be credited on the records of the school for the work which they did during the summer were limited to two subjects. In each of these two subjects a semester's credit was given. A tuition fee of \$12 was charged if two subjects were taken; \$8 if only one. These fees were collected by one of summer teachers who acted as treasurer. The expenses of the school and the amount each teacher received for his services were pro-rated according to the number of students enrolled in his classes².

The summer school remained a private affair among certain teachers in the institution until 1900. In that year the Board of Regents began to assume control of it. A uniform incidental fee of \$10, payable in advance to the Treasurer of the Board, was

charged of every student. The amount received from the summer school incidental fees was divided among the teachers according to the number of classes taught by them. The other expenses of the school were provided for out of the general incidental fund of the school. In addition to these changes, the courses of study were extended and the teaching force increased to nine instructors³.

The special appropriations that were made by the Legislature in 1901 and in 1903 for the summer school made it possible to reduce the incidental fee from \$10 to \$5, and also made it possible to employ nearly the entire faculty on full salary. Moreover, the term has been extended from seven and one half weeks to twelve weeks, five days in the week. Students have been permitted since 1903 to take four subjects, not more than three of which should require daily preparation. The amount of credit for each subject has been, as before, one semester⁴.

In 1902, the school established four branch summer schools⁵. These were at Kahoka, Monroe City, Savannah, and Tarkio. For two years, the State University had been conducting branch summer schools in different parts of the state with some considerable success, and it was felt that the Normal Schools should undertake the same kind of work.

Each of the branch schools at Kahoka, Monroe City, and Savannah was under the direction of a member of the faculty; the one at Tarkio was under an experienced graduate of the school. The school at Tarkio was the only one to prove a financial success. This fact and the opinion that it would be best to concentrate the energies of the institution in one summer school, are the cause for the discontinuance of the branch summer schools.

Beginning in the summer of 1905, an important change will be made in the amount of credit for work done in the summer school. According to the arrangements which went into effect in September, 1904, the regular school year has been divided into three quarters of twelve weeks each, instead of two semesters of eighteen weeks each. The summer quarter will be twelve weeks long, and credit given for work that quarter will be the same

as that given for any other quarter⁶. By this arrangement, no difference will hereafter exist in the character of the work of the different quarters of the year.

The enrollment of the summer schools from 1895 to 1899 inclusive can not be ascertained with accuracy from the records. It was always small, generally in the neighborhood of fifty. The enrollment since 1899 has been as follows⁷:

1900—107.

1901—200.

1902—384 (At Kirksville, 188; at branch schools, 196.)

1903—352

1904—394.

THE INCOME OF THE SCHOOL.

Another index to the growth of the school is its income. While the school was a private institution its maintenance depended solely upon tuition fees. Since becoming a state institution its income has been derived from two sources, from appropriations by the State Legislature and from the incidental fees which have been paid by the students.

The following table shows the amounts of the appropriations from January, 1871, to the present and the purposes for which these appropriations were made:

APPROPRIATIONS FOR THE FIRST DISTRICT STATE NORMAL SCHOOL.

Biennial Periods.	Teachers' Salaries.	Buildings.	Repairs, etc.	Library and Laboratories.	Total.	References.
1871-72	\$10,000.00	\$50,000.00			\$60,000.00	Laws, { 1870, p. 135. 1872, p. 157.
1873-74	20,000.00				20,000.00	Laws 1873, p. 78.
1875-76	20,000.00				20,000.00	" 1875, p. 79.
1877-78	15,000.00				15,000.00	" 1877, p. 14.
1879-80	15,000.00				15,000.00	" 1879, p. 5.
1881-82	20,000.00				20,000.00	" 1881, p. 5.
1883-84	20,000.00				35,965.80	" 1883, p. 6.
1885-86	20,000.00	3,248.20	12,681.60		20,000.00	" 1885, p. 6.
1887-88	25,000.00		3,126.50		28,126.50	" 1887, p. 6.
1889-90	25,000.00		2,873.00		27,873.00	" 1889, p. 3.
1891-92	25,000.00				25,000.00	" 1891, p. 31.
1893-94	25,000.00		1,500.00		26,500.00	" 1893, p. 20.
1895-96	25,000.00		5,250.00		30,250.00	" 1895, p. 20.
1897-98	27,500.00		6,280.00		33,780.00	" 1897, p. 25.
1899-00	27,500.00		1,000.00	\$2,500.00	31,000.00	" 1899, p. 25.
1901-02	33,000.00	30,000.00	4,550.00	1,000.00	68,550.00	" 1901, p. 20.
1903-04	50,000.00		3,250.00	8,500.00	61,750.00	" 1903, p. 26.
1905-06	90,000.00	50,000.00	11,760.00	7,500.00	159,260.00	Hsc. Bill No. 718, 1905
Total,	\$493,000.00	\$133,284.20	\$52,271.10	\$19,500.00	\$698,055.30	

The appropriations for repairs were for the following purposes:

1883-84—Painting, \$2,431.60; roof, \$250.00; heating plant, \$10,000.00; total, \$12,681.60.

1887-88—Engine room, \$1,227.00; boilers, \$900.00; flooring and ceiling, \$999.50; total, \$3,126.50.

1889-90—Engine house, boilers, etc., \$2,873.00.

1893-94—Seats for the chapel, \$1,500.00.

1895-96—Repairs, \$1,000.00; improvements, \$3,000.00; sidewalks, \$1,250.00; total, \$5,250.00.

1897-98—Ceiling, \$1,727; smoke stack, \$840.00; flooring, \$725.00; roof, \$2,000.00; tower, \$988.00; total, \$6,280.00.

1899-00—Tower, \$1,000.00.

1901-02—Sewer, \$200.00; closets, \$350.00; repairs, \$600.00; floor, \$400.00; heating plant, \$3,000.00; total, \$4,550.00.

1903-04—Furniture, \$1,000.00; improvements, \$250.00; repairs and painting, \$2,000.00; total, \$3,250.00.

1904-05—General repairs and improvements, \$11,260.00; furniture, \$500.00; total, \$11,760.00.

The appropriations for buildings were for the following purposes:

1871-72—Completion of the building which the Board of Regents had begun to construct with the \$51,400.00 in cash donated by Adair county, \$50,000.00.

1883-84—Building nine rooms in the basement for the use of the Model School, \$3,284.00.

1901-02—Erecting new building (the annex on the northeast of the main building), \$30,000.00.

1904-05—Erecting another new building, \$50,000.

For the purpose of comparison, the following tables showing the appropriations for the other two State Normal Schools are given on the following pages.

APPROPRIATIONS FOR THE SECOND DISTRICT STATE NORMAL SCHOOL.

Biennial Periods.	Teachers' Salaries.	Buildings.	Repairs etc.	Library and Laboratories.	Total.	References.
1871-72	\$10,000.00				\$10,000.00	Laws, 1870, p. 135.
1873-74	20,000.00				20,000.00	" 1873, p. 78.
1875-76	20,000.00				20,000.00	" 1875, p. 79.
1877-78	15,000.00				15,000.00	" : 1877, p. 14.
1879-80	15,000.00				15,000.00	" 1879, p. 5.
1881-82	20,000.00	\$10,000.00			30,000.00	" 1881, pp. 5, 12.
1883-84	20,000.00	15,000.00			35,000.00	" 1883, p. 6.
1885-86	20,000.00	30,000.00			50,000.00	" 1885, p. 6.
1887-88	25,000.00				25,000.00	" 1887, p. 7.
1889-90	25,000.00				25,000.00	" 1889, p. 3.
1891-92	27,500.00				27,500.00	" 1891, p. 31.
1893-94	27,500.00				27,500.00	" 1893, p. 20.
1895-96	27,500.00	30,000.00	\$3,500.00	\$1,500.00	62,500.00	" 1895, p. 20.
1897-98	30,000.00	3,000.00	1,500.00		34,500.00	" 1897, p. 25.
1899-00	33,000.00		2,500.00		35,500.00	" 1899, p. 25.
1901-02	42,610.00		2,050.00		44,660.00	" 1901, p. 20.
1903-04	82,270.00	50,000.00	2,000.00	3,000.00	137,270.00	" 1903, p. 26.
1905-06	100,000.00	40,203.12	43,000.00	13,500.00	196,703.12	Hse Bill No. 718, 1905
Total,	\$560,380.00	\$178,203.12	\$54,550.00	\$18,000.00	\$811,133.12	

APPROPRIATIONS FOR THE THIRD DISTRICT STATE NORMAL SCHOOL.

Biennial Periods.	Teachers' Salaries.	Buildings.	Repairs etc.	Library and Laboratories.	Total.	References
1873-74	\$5,000.00				\$5,000.00	Laws, 1873, p. 79.
1875-76	20,000.00				20,000.00	" 1875, p. 72.
1877-78	15,000.00				15,000.00	" 1877, p. 14.
1879-80	15,000.00				15,000.00	" 1879, p. 5.
1881-82	20,000.00				20,000.00	" 1881, p. 5.
1883-84	20,000.00	\$5,000.00	\$5,784.00	\$2,000.00	32,784.00	" 1883, p. 6.
1885-86	20,000.00				20,000.00	" 1885, p. 6.
1887-88	20,000.00		3,000.00	3,000.00	26,000.00	" 1887, p. 7.
1889-90	20,000.00		3,900.00		23,900.00	" 1889, pp. 3-4.
1891-92	22,000.00		3,000.00		25,000.00	" 1891, p. 31.
1893-94	22,000.00		5,000.00		27,000.00	" 1893, p. 20.
1895-96	22,000.00		5,000.00		27,000.00	" 1895, p. 20.
1897-98	22,000.00		3,000.00		25,000.00	" 1897, p. 25.
1899-00	22,000.00		1,000.00	2,500.00	25,500.00	" 1899, pp. 25-6.
1901-02	28,200.00	20,000.00	1,250.00	3,000.00	52,450.00	" 1901, p. 21.
1903-04	46,300.00	200,000.00			246,300.00	" 1903, p. 27.
1905-06	88,600.00		90,186.00	10,000.00	188,786.00	Hse Bill No. 718, 1905
Total	\$428,100.00	\$225,000.00	\$121,120.00	\$20,500.00	\$794,720.00	

From these tables, the following may be compiled:

1871

APPROPRIATIONS FOR THE STATE NORMAL SCHOOLS OF MISSOURI FROM JANUARY 1897 TO THE PRESENT

School.	Teachers' Salaries.	Buildings.	Repairs, etc.	Library and Laboratories.	Total.
Kirkville	\$493,000.00	\$133,284.20	\$52,271.10	\$19,500.00	\$698,055.30
Warrensburg	560,380.00	178,203.12	54,550.00	18,000.00	811,133.12
Cape Girardeau	428,100.00	225,000.00	121,120.00	20,500.00	794,720.00
Total,	\$1,481,480.00	\$536,487.32	\$227,941.10	\$58,000.00	\$2,303,908.42

Some correction in these tables needs to be made. The amounts actually received by the three schools have not equalled exactly the amounts appropriated.. The difference between the amounts received by this school and the amounts appropriated for it, has never been great; neither has it been great for the other two schools until the past two years. In 1903, appropriations were made for new buildings at Warrensburg and at Cape Girardeau. These buildings were not completed within the biennial period for which the appropriations were made; hence it was necessary to re-appropriate the portions of the original appropriations that had not been expended. By reason of this, a part of the appropriations for buildings at the two schools has been counted twice in the above tables.

The exact difference between the total amount appropriated for each institution from January, 1871 to December, 1904 inclusive and the total amount expended by each institution from these appropriations, is as follows⁸:

	Amount Appropriated	Amount Expended
Kirksville,	\$538, 795.30	\$535, 440.42
Warrensburg,	612, 430.00	582, 796.71
Cape Girardeau	601, 734.00	522, 455.25
<hr/>		<hr/>
Total,	\$1, 752, 959.30	\$1, 640, 692.38

This furnishes the correction needed to give the proper idea concerning the tables mentioned above, not including, however, the appropriations for 1905-06 as it cannot be known until January, 1907, how much of these appropriations will be actually drawn out by the schools.

As has already been indicated, a part of the income of the school has been derived from incidental fees which have been paid by the students. The following table exhibits the amount that has been received from these fees and from other miscellaneous sources from January, 1871, to January, 1905.

Year	Incidental Fees.	Miscellaneous Funds.	Total.	References.
1871 (Jan-June)	\$2, 419. 00	Entertainments, \$135. 00		
1871-72	4, 770. 00	Sale of books, 141. 71	\$2, 695. 71	Report of Treas., 1871-73.
		Sale of books, 696. 66		
1872-73	5, 082. 50	Donations, 13. 90	5, 480. 56	Report of Treas., 1871-73.
1873-74	4, 015. 00	Entertainments, 328. 55	5, 411. 05	Report of Treas., 1871-73.
1874-75	5, 015. 00	Sale of building, 1, 066. 66	5, 081. 66	Rep. of St. Supt., '74, p. 42.
1875-76	4, 436. 00	Sale of old building, 487. 45	5, 502. 45	Rep. of St. Supt., '75, p. 187.
		Sale of books, 521. 68		
1876-77	4, 005. 50	Donations, 100. 00	5, 057. 68	Rep. of St. Supt., '76, p. 76.
		Diplomas, 28. 00		
1877-78	6, 095. 00	Donations, 3. 00	4, 036. 50	Rep. of St. Supt., '79, p. 276.
		Sale of bell, 40. 00		
		Diplomas, 28. 00		
1878-79	5, 312. 00	Sale of coal, 5. 03	6, 168. 03	Rep. of St. Supt., '79, p. 217.
		Diplomas, 70. 00		
		Armstrong estate, 37. 50		
1879-80	5, 781. 00	Sale of tin, 4. 00	5, 423. 50	Rep. of St. Supt., '79, p. 100.
		Discount, 390. 00		
		Sale of ice, 30. 00		
		Sale of iron, 27. 10	6, 228. 10	Rep. of St. Supt., '80, p. 157.
1880-81	5, 563. 00	Sale of ice, 30. 00		
1881-82	5, 686. 00	Sale of box, 4. 00	5, 597. 00	Rep. of St. Supt., '81-'82, p. 87.
		Diplomas, 40. 00		
		Sale of iron, 13. 45		
1882-83	5, 593. 75	Sale of stoves, 54. 50	5, 739. 45	Rep. of St. Supt., '81-'82, p. 98.
1883-84	7, 222. 50		5, 593. 75	Rep. of St. Supt., '83, p. 99.
1884-85	6, 706. 50		7, 277. 00	Rep. of St. Supt., '85, p. 115.
			6, 706. 50	Rep. of St. Supt., '85, p. 100.

1885-86	6, 336.50			6, 336.50	Rep. of St. Supt., '86, p. 105.
1886-87	6, 051.50			6, 051.50	Rep. of St. Supt., '87, p. 134.
1887-88	6, 486.00		99.00	6, 585.00	Rep. of St. Supt., '88, p. 98.
1888-89	6, 631.50			6, 631.50	Rep. of St. Supt., '89, p. 110.
1889-90	7, 553.30		6.62	7, 559.92	Rep. of St. Supt., '90, p. 108.
1890-91	6, 581.25		3.50	6, 584.75	Rep. of St. Supt., '91, p. 127.
1891-92	7, 000.00		1, 718.72	8, 718.72	Rep. of St. Supt., '92, p. 155.
1892-93	7, 221.75			7, 221.75	Rep. of St. Supt., '93, p. 185.
1893-94	6, 528.25			6, 528.25	Rep. of St. Supt., '94, p. 194.
1894-95	7, 113.65			7, 113.65	Kirksville Savings Bank.
1895-96	7, 040.25		11.10	7, 051.35	Rep. of St. Supt., '96, p. 82.
1896-97	7, 733.00			7, 733.00	Rep. of St. Supt., '97, p. 101.
1897-98	8, 124.50			8, 124.50	Rep. of St. Supt., '98, p. 165.
1898-99	8, 142.75			8, 142.75	Rep. of St. Supt., '99, p. 130.
1899-00	9, 260.50	Sale of seats, Diplomas,	43.00		
			15.00	9, 318.50	Rep. of St. Supt., '00, p. 116.
1900-01	10, 386.25			10, 386.25	Kirksville Savings Bank.
1901-02	8, 552.45	Sale of boilers, Sale of seats, etc., Sale of ice, Entertainments, Diplomas, Sales, Entert: immen's, Sale of coal, Flag fund,	105.00 12.00 30.00 34.85 12.00 9.77 190.05 6.95 7.50	8, 699.45	Treasurer's Book, 1901 —.
1902-03	10, 022.50				
1903-04	8, 399.50			10, 079.12	Treasurer's Book, 1901 —.
1904 (Sept., Dec.)				8, 604.00	Treasurer's Book, 1901 —.
	7, 601.50	Sale of seats, etc.,	10.50	7, 612.00	Treasurer's Book, 1901 —.
Total,	\$ 230, 469.65		\$ 6, 611.75	\$ 237, 081.40	

From the tables presented in this section and in another chapter⁹, the following summary showing the receipts of the school from all sources and for all purposes from January, 1871, to January, 1905, may be drawn up:

SOURCE	AMOUNT
Adair county	\$ 56,240.00
State of Missouri	535,440.42
Incidental fees	230,469.65
Miscellaneous	6,611.75
Total	<hr/> \$828,761.82

NOTES.

1. This table has been carefully compiled from the catalogues of the school from year to year.

2. Faculty Minutes, April 9, Dec. 17, 1894; March 7, 1895; Normal Message, Sept., 1895, p. 6.

3. Circular of the Summer School of the State Normal School, Kirksville, for 1900.

4. Ibid, 1901; Bulletin, State Normal School, Kirksville, April, 1902; March, 1903; Sept., 1903.

5. Bulletin, State Normal School, Kirksville, June, 1902, p. 18.

6. See pages 126-128.

7. Bulletin, State Normal School, June, 1901, p. 38; June, 1902, p. 37; June, 1903, p. 84; June, 1905, p. 76.

8. State Auditor's Report, Jan., 1903, pp. 592-93; Biennial Report of First District State Normal School for 1903-04, pp. 29-31; Ibid for Second District State Normal School, pp. 23, 26-27; Ibid for Third District State Normal School, pp 41-42.

9. See page 63. The \$1600 item on this page is included in the miscellaneous fund in the last table in the book.

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